Program Overview

Program:	Latino Center / Adelante
Academic Year:	2018/2019
Review Period:	6 Year

A. Description and Goals

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

The Latino Center was established in 1983, and is a counseling center dedicated to promoting the academic and personal growth of Latino students through intentional use of counselors' relevant cultural knowledge and experience to address students' needs. It supports SMC's mission to "[provide] a safe, inclusive, and dynamic learning environment that encourages personal and intellectual exploration − one that challenges and supports students in achieving their educational goals. "

The Latino Center offers Latino students a network of faculty, staff, peers and services which include:

- English/Spanish bilingual counselors and staff
- Academic, vocational, financial aid and personal counseling
- Adelante—a support program with an instructional component
- Adelante Student Club
- Math and English tutoring
- Workshops on a variety of topics, including those culturally relevant to the Latino community
- Academic and cultural events
- Speakers who can address issues that concern Latino students
- Classroom presentations as requested by classroom faculty
- Maintaining a student file system for Adelante students.

The Adelante Program was established in 1989 and is an academic and support program offered through the Latino Center. The program focuses on academic achievement, cultural awareness, and personal growth of the student. Adelante provides students with the necessary skills, information and support they need to confidently and successfully navigate the educational system. Adelante classes highlight and accentuate the Latino culture and/or the underrepresented student experience within the context of the course subject. These classes are offered every spring and fall semester and emphasize verbal, written and critical thinking skills essential to college success **(Appendix A)**. Due to budget restrictions, our math and chemistry courses are designated combined Adelante/Black Collegians sections. This option allowed the programs to offer special program sections in these disciplines where it would have otherwise been impossible. We have offered joint sections in other disciplines as needed. Most Adelante classes are UC and CSU transferable.

Students who join Adelante:

- May enroll in specially designated Adelante sections
- Receive Priority Enrollment
- Must meet at least once a semester (twice their first semester in the program)with a Latino Center counselor
- Must complete 1 Adelante Program workshop and 1 Student Services Workshop
- Participate in classes with larger Latino enrollment

- May join the Adelante Student Club
- Join a network of Latino students and faculty
- Become eligible for specially designated Latino Center scholarships
- Take classes with professors who have a special interest in promoting Latino student success
- Are placed on the Latino Center email list and receive Center, campus and outside community information on a regular weekly basis

To join the Adelante Program, a student must follow a two-step process that requires attending an Orientation and then an Intake session where the program application and contract are completed. Students are then entered into the ISIS Data Entry and Maintenance System as a special program student in order to be eligible for Priority Enrollment and to facilitate identifying and tracking these students across various demographic and academic categories.

All Adelante students are sent informational emails concerning Center and outside community or key College activities throughout the semester. Examples of such topics include information regarding: scholarships, internships, fee payment, graduation and general education certification. The information accessible through the ISIS network facilitates contacting students via email, mail or telephone concerning these and other important opportunities.

Latino Center counselors use a case-file system to track and follow-up with Adelante students. As a result, it is easier to track their academic progress and to follow-up with Adelante students throughout a given semester/session. Students' individual files contain their program application, counseling sessions' notes and other material such as education plans or copies of outside transcripts and make it easier to track and follow up on individual student progress. In addition, the Counseling Department has an advanced student tracking system where counselors are asked to electronically record their notes and referrals so that the information is accessible to all counselors. Latino Center counselors use this system. The student's file also serves to organize and back up student documents, which for various reasons may not have yet been electronically scanned by Admissions and Records staff, is inaccessible through WebExtender due to technical difficulties, or has not yet been submitted to whichever department would generate some sort of electronic record.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

The goals of the Latino Center are:

1. to provide students with a proactive support network of culturally relevant, comprehensive bilingual services in order to promote their personal and academic growth and success
2. to collaborate with SMC faculty, staff and members of the neighboring community on projects/activities pertinent to the advancement of Latino student
3. to collect and evaluate data related to Latino students in order to develop programs and/or identify effective practices that address their changing needs.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

1. We respond to student needs and support student development and personal and academic success

through our academic and personal counseling services, tutoring services, and by offering financial assistance via student scholarships and book vouchers.
2. We encourage our students to engage with diverse peoples and ideas and learn more about our global human environment through activities offered through the Adelante Program, Adelante Student Club, Peer Mentoring Program, Associated Student Government, and Latino Center activities at large; such activities include collaboration with the Organic Learning Garden, participation in campus teach-ins and leadership opportunities, and engaging with the multitude of learning and support programs throughout our campuses.
3. Our staff and faculty actively participate in and/or promote campus initiatives related to increasing student equity, increasing minority male success, improving basic skills completion, and increasing degree and certificate completion. Some of the activities pertinent to these initiatives are: integrating career services into the Latino Center/African American Collegian Center programs, offering full-time math instructional assistant support in the Latino Center/African American Collegian Center tutoring area, and offering a psychologist to provide expanded mental health counseling and referral to mental health and community-based resources.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

The non-district operating funding sources we've received have come from SSSP and Equity Grants **(Appendix B).**

Between Summer 2013 and Spring 2018, SSSP funds accounted for 15-75% of the Latino Center Counseling budget.

From Fall 2014 (when first awarded for this purpose) to Spring 2018, SSSP funds supported 2.54-100% of our Student Help budget.

Equity grant funds accounted for .06-74% for the Counseling budget Summer 2015-Spring 2018.

B. Populations Served

Latino Center / Adelante

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

LATINO CENTER VISITS

The Center targets services to the general Latino student population, with students primarily being served through academic counseling and the Adelante Program, as well as other student workshops and student support activities. The Center serves students from a variety of ethnic backgrounds. Latino Center counseling visits represent individual and group counseling contacts with students, including students who are part of the Adelante Program. These counseling contacts do not account for additional students

served via our workshops, co-sponsored programs /events, or other SMC community and outside community activities.

We target services to the 12,051 Latino students attending Santa Monica College—a population that accounted for 40.3% of the total campus enrollment in 2017-2018. It is the ethnic group accounting for the largest proportion of enrolled students (followed by Whites at 26.7%) and the largest number of enrolled students. There were approximately 1,214 more Latino students in Fall 2017 than in Fall 2012.

- Fall 2012: 764 unduplicated students visited the Latino Center
- Fall 2017: 831 unduplicated students visited the Latino Center (10.1% increase, 84 more students)

- Increase might reflect some growth in the number of students visiting the center for individual appointments and some increase in those participating in group counseling visits (ex. Educational Planning workshops)

- Fall 2012: 1.33 average visit per student
- Fall 2017: 1.68 average visit per student

- Fall 2012: 1,019 total counseling visits
- Fall 2017: 1,397 total counseling visits (15.6% increase)

- Increased counseling visits likely due to (a) the increased average visit per student probably due to increased enforcement of counseling requirements (b) participation in group counseling opportunities to update/create Educational Plans.

LATINO CENTER COUNSELING VISITS BY STUDENT DEMOGRAPHICS:

ETHNICITY/RACE

- Fall 2012: 88.9% Latino, 1.7% Asian and Pacific Islander, 3.3% White
- Fall 2017: 87.3% Latino, 5.6% Asian and Pacific Islander, 2% White

- Increased Asian and Pacific Islander population likely due to increased word of mouth among Asian and Pacific Islander and International students regarding Adelante Program membership and priority enrollment.

GENDER

- Fall 2012: 63.1% Female, 36.9% Male
- Fall 2017: 63% Female, 37% Male

- No change

AGE

- Fall 2012: 45.2% "19 and younger", 43.1% "20 to 24", 5.8% "25 to 29"

- Fall 2017: 40.6% "19 and younger", 45.3% "20 to 24", 8.6% "25 to 29"

- Decrease (4.6%) in proportion of "19 and younger" age group due to increases in both "20 to 24" and "25 to 29" age groups; might be related to increased number and proportion of continuing students who visit the center, thereby increasing student age.

RESIDENCE STATUS

- Fall 2012: 79.9% California Resident, 19.8 % State/Possession Unknown, .3% Foreign Country
- Fall 2017: 78.2% California Resident, 17.3% State/Possession Unknown, 4.5% Foreign Country

- Small decrease in Unknown residency might be due to somewhat smaller number of AB540 visits
- Large increase (4.2%) in students who are residents of a Foreign Country due to growth in F-1/M-1 students who visit the Latino Center

CITIZENSHIP STATUS

- Fall 2012: 73.1% U.S. Citizen, 20.3% Status Unknown/Uncollected, 5.7% Permanent Resident, .3% Student Visa
- Fall 2017: 75.6% U.S. Citizen, 13.5% Status Unknown/Uncollected, 5.2% Permanent Resident, 4.4% Student Visa

- Significant decrease (6.8%) in Status Unknown/Uncollected population may be due to reduced AB540 student visits and participation in Adelante Program
- Significant increase (4.1%) in proportion of Student Visa/International students due to increase in their participation in Adelante Program

EDUCATIONAL GOALS

- Fall 2012: 90.3% Transfer, 4.1 % Associate Degree, 2.8% Undecided
- Fall 2017: 94.8% Transfer, 1.3% Associate Degree, .9% Undecided

- Increase (4.5%) in Transfer goal and decrease (2.8%) in Associate Degree goals likely reflect high aspirations of Adelante Program students and their increased average visit per student in the center
- Decrease (1.95%) in Undecided goals are likely a response to the college's increased focus on clarifying student educational goals and its policies aimed at reducing an Undecided educational goal (ex. loss of priority enrollment if undecided by 15th unit completed)

ENROLLMENT STATUS

- Fall 2012: 72.1% Continuing, 21.4% First-Time Student, 4.1% Returning, 2.5% First-Time Transfer
- Fall 2017: 71% Continuing, 20.8% First-Time Student, 3.2% Returning, 3.5% First-Time Transfer

- No change

FULL/PART-TIME STATUS

- Fall 2012: 46.6% Full Time, 53.4% Part Time
- Fall 2017: 57.2% Full Time, 42.8% Part Time

- Significant increase (10.6%) in Full Time student visits likely due to increased average visit per student for Adelante Program students, of which a larger proportion are full-time students

Data on Adelante Program and AB540 students is also being provided in order to give more insight into Latino Center visitors.

ADELANTE PROGRAM STUDENTS AND LATINO CENTER COUNSELING: FALL TERMS 2012-2017

- Fall 2012: 1,245 enrolled students in Adelante Program
- Fall 2017: 892 enrolled students in Adelante Program

- Fall 2012: 552 enrolled Adelante students visited Latino Center Counseling
- Fall 2017: 694 enrolled Adelante students visited Latino Center Counseling

- Fall 2012: 44.3% of Adelante students visited Latino Center Counseling
- Fall 2017: 77.8% of Adelante students visited Latino Center Counseling

- Fall 2012: 1.38 Average Visit per Adelante student
- Fall 2017: 1.78 Average Visit per Adelante student

- Decrease in enrolled Adelante Program students likely due to improvements in tracking and maintenance of Adelante status in ISIS
- Increase in the number and proportion of Adelante students visiting the Latino Center is due to increased average visits per students and increased enforcement of Adelante program counseling requirements
- Increased average visit per student due to increased enforcement of Adelante program counseling requirements

AB540 STUDENT COMPARISON BY FALL TERMS 2012-2017

COLLEGE-WIDE

- Fall 2012: 938 AB540 students (3.1% of credit students)
- Fall 2017: 931 AB540 students (3.1% of credit students)

- No change

LATINO CENTER COUNSELING

- Fall 2012: 146 AB540 students (21% of Latino Center students)

- Fall 2017: 106 AB540 students (13.2% of Latino Center students)

- Decrease of AB540 students may be due to combination of reduced availability of appointments and increased availability of AB540 student resources campus-wide (ex. Ally Program, Financial Aid Dream Team, Dream Center)

ADELANTE PROGRAM

- Fall 2012: 205 AB540 students (16.5% of Adelante students)
- Fall 2017: 107 AB540 students (12% of Adelante students)

- Decrease of AB540 students may be due to combination of reduced availability of appointments and increased availability of AB540 student resources campus-wide (ex. Ally Program, Financial Aid Dream Team. Dream Center)

2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

The data presented in B1 confirm the Latino Center is serving its target student population. A significant majority of the students served by the Latino Center are of Latino background.

Institutional data shows Latino Center students differ from the college population across several demographic variables.

In Fall 2017, a larger proportion of Latino Center Counseling students than the college population were:

- Latino
- Female
- 24 or younger
- Transfer oriented
- Continuing students
- Full-time students

They are similar to the college population in the percentage of its students who are:

- California residents
- U.S. citizens

ETHNICITY/RACE

- Latino Center: Fall 2017: 87.3% Latino, 5.6% Asian and Pacific Islander, 2% White
- College: Fall 2017: 40.3% Latino, 14.6% Asian and Pacific Islander, 26.7% White

- Latinos are overrepresented in the Latino Center due to the expressed focus on Latino student support and culture.
- Asian and Pacific Islanders are underrepresented in the Latino Center, though an increase in their

participation was noted earlier.
- White students are underrepresented and likely tend to find alternative programs and strategies for priority enrollment and other benefits.

GENDER

- Latino Center: Fall 2017: 63% Female, 37% Male
- College: Fall 2017: 53.2% Female, 46.4% Male

- Females are overrepresented and males underrepresented in the Latino Center when compared to the college population. This may likely be due to the increased focus on accessing higher education in the Latino community, where this is often seen as a more realistic option and role for females rather than males, due to cultural norms where males are expected to be bread winners and meet a family's immediate financial needs rather than be "just" a student.

AGE

- Latino Center: Fall 2017: 40.6% "19 & younger", 45.3% "20 to 24", 8.6% "25 to 29"
- College: Fall 2017: 30.2% "19 & younger", 39.5% "20 to 24", 14.3% "25 to 29"

- The 24 and younger age groups are overrepresented in the Latino Center. This is probably due to the higher number of Latino students visiting the center, reflecting the national trend in which larger numbers of Latinos are entering college after high school when compared to other ethnic groups. First-time students visit the Latino Center in large numbers and this can account for a younger student population, compared to the college-wide population.

RESIDENCE STATUS

- Latino Center: Fall 2017: 78.2% California Resident, 17.3% State/Possession Unknown, 4.5% Foreign Country
- College: Fall 2017: 81.5% California Resident, 7.7% State/Possession Unknown, 10.9% Foreign Country

- Unknown State/Possession population is overrepresented in the Latino Center, while students from a foreign country are underrepresented when compared to the college population. California Residency is fairly similar. The overrepresentation noted might be due to the higher proportion of AB540 students and students with over visa and residency issues who have traditionally used center services. Although the proportion of residents from a Foreign Country has increased in the Latino Center, they are still underrepresented compared to the proportion of college students who fall in this category. Such students tend to be M-1/F-1 students who will naturally make greater use of International Student Counseling Center.

CITIENSHIP STATUS

- Latino Center: Fall 2017: 75.6% U.S. Citizen, 13.5% Status Unknown/Uncollected, 5.2% Permanent Resident, 4.4% Student Visa
- College: Fall 2017: 78.6% U.S. Citizen, 3.8% Status Unknown/Uncollected, 6.1%

Permanent Resident, 10.5% Student Visa

- The proportion of U.S. Citizens and Permanent Residents who visit the Latino Center is similar to that of the college. However, the proportion of students from Unknown backgrounds is overrepresented in the center. This is probably due to the higher proportion of students (mostly Latino, but also Asian) who have residency or other immigration issues. Such students have typically been referred or have self-referred to the Latino Center because of our resources and outreach in these areas.

EDUCATIONAL GOALS

- Latino Center: Fall 2017: 94.8% Transfer, 1.3% Associate Degree, .9% Undecided
- College: Fall 2017: 72.4% Transfer, 2.8% Associate Degree, 8.9% Undecided

- Compared to the college population, Transfer students are overrepresented in the Latino Center, while Undecided students are underrepresented. Associate Degree goals are somewhat similar. The prevalence of Transfer students served in the Latino Center reflects the high aspirations of Adelante Program students and the college's increased emphasis on goal clarification and reduction of undecided educational goals and majors.

ENROLLMENT STATUS

- Latino Center: Fall 2017: 71% Continuing, 20.8% First-Time Student, 3.2% Returning, 3.5% First-Time Transfer
- College: Fall 2017: 56.6% Continuing,17.8% First-Time Student, 11% Returning, 17.8% First-Time Transfer

- Continuing and First-Time Students are overrepresented in the Latino Center, while Returning and First-Time Transfer (Reverse Transfers) are underrepresented. A significant number of Center students are in the Adelante Program, where there is a continuous cycle of admitting new students, many who are retained and then become continuing students.

FULL/PART-TIME STATUS

- Latino Center: Fall 2017: 57.2% Full Time, 42.8% Part Time
- College: Fall 2017: 37.2% Full Time, 62.8% Part Time

- Full-time students are overrepresented in the Latino Center, likely a result of the younger, first-time college student population who tends to enroll in more units.

3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

This was addressed in B1 and B2.

C. Program Evaluation

Latino Center / Adelante

1. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

SLO #1. As a result of participating in a counseling session, students will articulate and prioritize the appropriate coursework needed for the subsequent term according to their stated academic goal. (Also a Counseling Department SLO)

SLO #2. Using assessment or transcript evaluation results, students will identify their eligibility for, and the proper sequencing of, English/ESL, and math courses leading to their educational goal. (Also a Counseling Department SLO)

SLO #3. As a result of attending at least one Adelante workshop, students will understand socio-economic issues that affect their educational or personal development.

2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- how outcomes are assessed and how often
- the assessment tool(s) used
- the sample (who gets assessed)
- how and when the program reviews the results and who is engaged in the process

SLO's are assessed at the end of a student counseling session or workshop contact, where applicable. Our data shows a relatively limited number of assessments since we first started recording SLO's in the ISIS Counseling Subsystem in Fall 2013 **(Appendix C)**. There have been about 30 to 100 SLO Assessments per SLO between Fall 2013 and Fall 2017. For those assessments completed, we see high success rates in the range of 94-98% for Fall 2013 through Spring 2018.

SLO data has been reviewed by the program leader approximately once a year beginning Fall 2015, and has been used to both encourage counselor completion of SLO assessments during counseling sessions and periodically reinforce the importance of discussing course sequencing/prerequisites and maintaining up-to-date education plans.

3. What other evaluation measures does your student or instructional support service use to inform

We also look at student surveys, use of support services, and Institutional Research data summaries/reports in order to determine student need and the degree to which Latino Center students use our services. These tools also help us estimate staffing needs and inform how we implement interventions. The following are additional support services and programs provided through the Latino Center.

INSTRUCTIONAL ASSISTANT- MATH

This tutoring service became available to Adelante and Black Collegians students in Spring 2015 and provides the following free services to Adelante and Black Collegians students enrolled in SMC math classes:

- Drop-in tutoring for all math subjects
- Study area to complete homework and review for exams
- Encouragement to create small study groups
- Open environment with the freedom to use white boards and assist in problem solving
- Time permitting, opportunity for peers to present solutions, demonstrating the ability to: discover the underlying structure of a problem, break down the problem into solvable components, and articulate the solution (statements, reasons, and logic) to their peers.
- IA collaboration with Black Collegians and the Math Dept to present Math Therapy sessions, which provide tutoring, learning support, and support in developing positive self-efficacy in math

Data shows:

- 9,333 visits during Spring 2015 - Summer 2018
- 1,084 visits in Fall 2017 and 1,189 visits in Spring 2018
- On average, about 52% of visits each Fall and Spring are from Pre-College level math (Math 81, 84, 85, 31, 20, 32, 18, 49,50)
- Approximately 31% of Fall visits and 36% of Spring visits are from College level math (Math 2,7,8, 26, 28, 29, 21, 54)

PEER TUTOR- ENGLISH

This peer tutoring service became available to Adelante and Black Collegians students in Fall 2017. It is a writing support service and assists any program student, whether enrolled an SMC English course or not.   The following free services were available to students enrolled at SMC:

- Drop-in writing assistance
- Support throughout the writing process as needed(brainstorming, thesis, outline, grammar, etc)
- Assistance with personal statements
- Support for writing assignments for English classes, as well as other subjects
- Tutor's increased communication with Adelante Engl 1 professor during the Spring regarding professor's expectations of student writing, as well as presenting in the classroom

The data shows:

- 36 students visited in Fall 2017, 25 in Spring 2018
- Approximately 49% of visits were due to seeking help in English courses
- On average, about 90% of visits for help in an English course were for an English Group A or higher level course (Engl 1, 2, 7, 30A, 57)
- Remaining 51% of visits were due to seeking help with other academic disciplines (Communications, Kin/PE, Sociology, Art History, History), personal statements, and a handful of other activities
- Most of the help centered on sentence and paragraph structure, grammar, and MLA format

ADELANTE/BLACK COLLEGIANS PSYCHOLOGIST

In response to students' needs for culturally responsive psychological support, a psychologist was hired on as a part-time counselor in late Fall 2015, and has seen students continuously since December 2015. This counselor works part-time each session and works 18 hrs/wk each semester. Counselors in the Adelante and Black Collegians programs noted students' resistance to reach out to Psychological Services on campus and concluded that providing a psychologist that was housed within the programs and tied directly to support services familiar to them might create the bridge to promote student participation. This has proven more successful for the Adelante program students than those from Black Collegians, and a second therapist position was approved and is in the hiring process for an 18 hrs/wk Counselor position. This second counselor will be hired to provide further outreach to Black Collegians students and establish culturally responsive rapport in order to facilitate student use of this psychological service.

Currently, Adelante/Black Collegians students either self-refer or are referred by a program counselor to meet with the psychologist. Approximately 30% of those referred begin a therapy session. Because of the therapist's experience in working with social service and community agencies in the Santa Monica and Los Angeles areas, she is not only able to offer psychological services, but also community/social services referrals. Anxiety/stress and depression are the concerns that most commonly present for students. Therapy sessions are 45 minutes long. Currently, students are not limited to a maximum number of sessions. Therapy sessions are usually terminated at the end of a semester due to schedule changes or resolution of student concerns. They can also be terminated if it appears the student would benefit most from long-term therapy or other extenuating circumstances. While this process is beneficial in making needed therapy accessible, it also limits the availability of sessions to new referrals.

Beginning in late Fall 2016, the psychologist began to use the tracking software, Titanium, used by SMC's Center for Wellness and Wellbeing (Psychological Services). We have yet to fully explore all of Titanium's reporting capabilities and must also consider whether to begin to implement the new intake and termination forms the Center for Wellness and Wellbeing has developed in order to improve our reporting capabilities.

Once a referral is received by the counselor, she contacts the student to schedule an appointment. The student's information is entered in Titanium if an appointment is scheduled, and each time an appointment is scheduled thereafter, the student is noted in Titanium.

Referrals:

- Fall 2015 – 6 referrals (5 Adelante, 1 Black Collegians)
- Fall 2016 – 53 Referrals (39 Adelante, 8 Black Collegians, 6 Self-Referred)
- Fall 2017 – 57 Referrals (51 Adelante, 6 Black Collegians, 20 Self-Referred)

Therapy Sessions:

- Fall 2017 – 128 sessions
- Winter 2018 – 8 sessions
- Spring 2018 – 112 sessions
- Summer 2018 – 24 sessions

PROBATION STUDENTS

In Spring 2014, a newly hired adjunct counselor funded through the SSSP grant created a group workshop to address the probationary status of Adelante program students. The workshop was offered several times within a semester to try to provide flexibility for student attendance. This group workshop targeted Adelante students who were placed on probation in a Fall or Spring semester and who did not attend the Counseling Department's Back to Success workshop the following Winter/Spring session. The Back to Success sessions are group workshops designed to assist students in getting back into good academic standing. The students we targeted to attend the Adelante group workshop were a relatively small number of Adelante students each semester. Student group workshop evaluations consistently reflected strong agreement with the workshop goals.

- Spring 2014-Spring 2016: 42 students out of the 201 (21%) invited to the group workshop attended one.
- During the first two semesters the intervention was offered, non-participants who were individually contacted by a counselor cited academic challenges, work demands, and life challenges that contributed to non-participation or non-enrollment that semester.

In response to student feedback about factors impacting ability to attend a group workshop or remain enrolled, an alternative 7-minute online video orientation and quiz were developed and became available to students during Spring 2015.

- Spring 2015-Spring 2016: 29 students (43%) of those invited during this time frame completed the online orientation
- Most students who watched the online video did so in conjunction with attending a workshop and/or seeing a counselor at least once that semester.

- Online video assessment shows students understood the main concepts in the online orientation, since questions were answered correctly at a rate of at least 76%.

The group workshops and online video orientation were suspended during 2017/2018 while we reviewed a research brief prepared by our Institutional Research office and further explored online workshop options and platforms to support student interventions. This brief is available upon request.

Key findings from the research brief include:

- Students who participated in the in-person workshop appear to have better outcomes than students who did not participate in the program
- Results for students who participated in the Online Orientation, with or without the Workshop, do not have such clear outcomes, possibly because of their relatively small numbers
- Differences between modes of administration were slight and mixed. Larger group sizes may reveal more clear distinctions.

With the support of the Counseling Chair who was highly interested in an online workshop option, we explored the possibility of using the new Canvas platform to support online interventions. There was a lack of response and interest from the director of Distance Ed at the start of the 2017/2018 academic year, and with the advice of our Chair, we initially decided to postpone that pursuit until the 2018/2019 academic year. Ultimately, we have concluded that this is too large a project for one individual p/t counselor to handle and this enterprise is best served by our Department taking a leadership role in this with a dedicated team.

We will try a different approach within our program beginning Spring 2019. The Latino Center will focus on direct student outreach by all its counselors each semester via phone, followed up by an e-mail, to all enrolled Adelante probation students who did not attend a BTS session the prior summer/winter term. It will include a personalized phone call and follow-up e-mail and recommend at least 2 online workshops students may complete in order to assist them in supporting their success that semester. All Latino Center counselors will participate in this outreach and student follow-up, and this will have the potential to being brought to scale throughout our department.

CAMINO AL EXITO - SUMMER BRIDGE

This 1-day Adelante orientation was first held as a 2-day program for incoming first-year college students and their parents in August 2014. This program focused on academic and learning skills, student and parent orientation to SMC college culture, and opportunities to connect with Latino Center and Adelante Program faculty and staff. The orientation was redesigned to a 1-day program as of August 2016 for a variety of reasons. Among those was overlap between students attending the FYE summer program, which covered topics similar to those in our program, and the decreased summer counseling budget that limited Latino Center counselor participation in the summer bridge. Given the choice of either paying counselors to work the summer bridge or paying them to be available for incoming and returning students in the Latino Center in the summer, the choice was to have counselors available in the Latino Center. In response to student feedback about duplicated content observed in the FYE sessions held earlier in the summer, and in order to work with limited staffing, the 2-day program was redesigned to a 1-day program; the program utilizes continuing Adelante students and Latino Center staff to support students in their transition from K-12 to college, and focuses on networking among summer bridge participants and continuing Latino students. Parents of the Camino Al Exito attendees attend Spanish language parent workshop sessions. Latino culture is a theme throughout the day, which includes support staff and student orientation leaders who are, by majority, of Latino descent.

This summer, Camino Al Exito was held August 18, 2017, 8:30am-3pm. Participation was as follows:

- 46 incoming freshman Latino students attended

- 28 parents attended
- 12 student Orientation Leaders (current Adelante students) and 7 faculty and staff supported the program throughout the day (3 Adelante, 3 Financial Aid, and 1 Modern Languages Professor).
- The student Orientation Leaders and staff were invited to a Camino Al Exito Training in preparation to the program.

The students overwhelming reported positive experiences which include:

- 100% of students reported that they met fellow students and had the opportunity to get to know them.
- 100% of students reported that they learned basic information on how to connect to the SMC/Adelante Community
- 100% of students reported that they learned basic information about the SMC resources (about financial aid, tutoring, Adelante Program, etc.).

- 100% of students reported that they were better prepared for my first year of college.
- 100% of students reported that they would recommend Camino Al Exito to first year students

Institutional Research looked at outcome data for Fall 2014-Fall 2017 cohorts. The report is available upon request.

 On average, Camino al Exito participants (N=152) showed:

- somewhat similar success rates their first term (71.2%) to those of Adelante first-time college students who did not attend the summer bridge (72.1%), but were higher than other first-time Latino students who did not participate in either program (58.7%)
- higher first-term gpa's (2.77), when compared to Adelante-only students (2.69), or other first-time Latino students (2.34)
- 80.9% of Camino students were enrolled full-time their first term, compared to 69.6% for Adelante only, and 50.7% for other first-time Latino students
- lower continuation participation rates in the Adelante program (46.7%), compared to Adelante only students (53.8%)

Two objectives for the future of this program are to: re-establish participation of all Latino Center counselors and some Adelante faculty to this program in order to reinforce the importance of counselor and Adelante Program relationships, and redesign program content to create further balance between social and academic integration. Granted, students are self-selecting to participate in this bridge program and may be more motivated than others, but based on student surveys, the objectives for this bridge program have been met whether as a 1-day or 2-day program.

Undergraduate Research Scholars Academy (URSA):

URSA was a 10-day residential program housed on the campus of Loyola Marymount University (LMU) and designed for SMC high-achieving underrepresented students to improve their research skills. Students participated in workshops and trainings to develop and/or cultivate fundamental research and public speaking skills, expand their knowledge of the transfer process and better understand the financial aid process. Students were partnered with an LMU faculty mentor and presented their research findings at

the end of the program. The program was discontinued after 2017 when Equity grant funding was discontinued, with the grant administrator directing we institutionalize this program and hold on-site at SMC. This would significantly change the nature of this program and the decision was made by the Latino Center and Black Collegians program leaders to end the program.

- 25 Black Collegians/Adelante students participated in 2017 (12 Black Collegians, 13 Adelante)
- The ages ranged between 18-29 years of age, with the average age being 20

A research brief from our Office of Institutional Research assessed pre- and post-test survey results for students in the 2015 and 2016 cohorts. This brief is available upon request. Results showed the following:

Research Skills

- About 57%-67% of respondents were very comfortable/comfortable with 4 research tasks on the pretest, with rates increasing to 84%-86% in the posttest
- In particular, comfort levels for working with online databases and using presentation software increased by 6.3 points and 13 points, respectively

Transfer Process

- About 27%-59% of respondents completely understood/had a good understanding of four aspects of the transfer process at the time of pretest, with rates increasing to a range of 80%-90% in the posttest
- Transfer process saw increases of 31 to 33 percentage points, except for understanding how to complete an application at a private university.
- Understanding of how to complete an application for a private university saw a 53 point gain

Financial Aid Process

- Respondents' initial complete/very good understanding of 7 aspects of the financial aid process ranged from 7%-61%, with the smallest percentage of understanding being for loan program and institutional work study.
- Post-test rates increased to 44%-84%

Participants were also invited to complete a **follow-up survey in winter 2017**. Most posttest gains were maintained or improved upon, but there were decreases shown for understanding course and grade requirements to transfer to a CA public university, as well as how to complete an application at a private university. These were still higher then pre-test measures. However, all aspects of the financial aid process showed large drops in understanding at follow-up, with some showing much lower rates of understanding than at pre-test.

This summer experience was quite successful in helping students develop key academic and transfer skills, exposing students to university life, and providing meaningful contact with faculty mentors.

John Adams Middle School (JAMS) Mentor Program: Brother to Brother and Sister to Sister

Mentoring

Brother to Brother (B2B) and Sister to Sister (S2S) are SMC mentoring programs that were started in Fall 2016. The programs take place over a 10 week period during the fall and spring semesters and pair up 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. The programs are coordinated by SMC and JAMS staff.

Both mentors and mentees benefit from these programs. Adelante and Black Collegians faculty and staff interact with SMC student mentors on a weekly basis. The facilitation of the program is a collaborative process among mentors and staff and, as a result, SMC students are exposed to opportunities for additional professional development through their participation. In addition, on a weekly basis, the SMC students are involved in discussions with their mentees that address topics such as leadership, respect, friendship, and of course, college life. Mentees are selected by the middle school, and mentors are selected by Adelante and Black Collegians staff. Typically, mentor selection has been on a first-come, first-served basis, but this fall, initial interest was so high that mentors were selected based on response to a interest survey. Before the SMC students meet with their mentees to address the topics, they participate in a discussion regarding the theme of the day. Mentees also visit the SMC campus and learn about the various resources and opportunities available to them.

SMC student mentors benefit from these programs by:

- Serving as positive role models to middle school students
- Providing mentees a space to discuss topics that impact their daily lives which included social media, friendships, and trust
- Coordinating ice-breakers that allowed mentors and mentees to develop social skills
- Developing and facilitating discussions based on weekly topics
- Attending an orientation and weekly check-ins on the role of a mentor

Fall 2016—Fall 2018:

- An average of 12 B2B Mentors/semester, average of 16 S2S Mentors/semester
- An average of 16 B2B Mentees/semester, average of 18 S2S Mentees/semester
- Total of 311 Mentors and Mentees have participated

Most recently in Fall 2018, 27 SMC students are serving as mentors for 32 mentees. The program has become a consistent support system for students at SMC and JAMS Middle School. Finally, the two collaborating institutions have also benefited by building positive relationships, discovering shared facility use, and inter-campus faculty/staff interaction.

Men of Color Mentoring

Men of Color Mentoring is a program that pairs men of color who are employees of the college with male students from the Black Collegians and Adelante Programs. The program began in Fall 2017 and its objective is to support the development of positive relationships between male college students and role

models who are men of color. The program takes place during the fall and spring semesters, with a one-semester commitment from both mentors and mentees. However, Fall 2017 mentors and mentees decided to continue their mentoring relationship into the Spring 2018 semester.

- Fall 2017 – Spring 2018: 9 Mentors, 9 Mentees
- Fall 2018: 17 Mentors, 17 Mentees
- Fall 2018:   8 out the 9 Fall 2017-Spring 2018 Mentors returned to mentor for Fall 2018
- Mentors represent various disciplines and services throughout the college, such as: Athletics, Business, Student Affairs, Counseling, Math, Facilities, and Modern Languages

Through the program, Adelante and BC students have the opportunity to have consistent interaction with a male of color who can relate to some of the experiences they have encountered or will encounter throughout their trajectory in higher education and beyond. The minimum requirements during each semester are for mentors and mentees to attend a group or individual orientation, participate in two face-to-face individual meetings (coffee/lunch etc.) with their mentee/mentor, and to attend an end of the semester luncheon/dinner. As a result of the relationships, the mentees have gained access to social capital that has provided meaningful benefits which include opportunities for internships, scholarships, and long-term friendships.

At the conclusion of the spring 2018 semester a survey was provided to the mentors and mentees. Feedback provided within the survey included the following:

- Mentors and mentees interacted through various forms of communication through the semester which included face to face, text, and email (phone calls were rare).
- Both mentors and mentees shared that they would like opportunities to attend activities as a group (baseball game, on-campus breakfast, etc.) where the rest of the group can connect.
- When asked "What have been some positive experiences about the relationship with your mentor/mentee? Responses from mentors/mentees included:

"Being able to look to your mentor and get his opinion on how to handle life's challenges! Having someone like that readily available makes the difference"

"I was able to get my resume in order. And I was encouraged to do well in school"

"The comfort he provided me with when dialoguing and a charm that I would like to emulate in my own character development."

"It kept me young, I realized how old I am but also how similar our issues are. "

StudentLingo Online Student Success Workshops

StudentLingo is a platform of online student success workshops available on-demand, 24/7. SMC students, faculty, staff, and parents of SMC students have unlimited use of these workshops due to the college's unlimited institutional access. These interactive workshops address personal, academic, and career goals topics. Workshops are ADA compliant, include student activities, links to additional resources, and offer proof of completion. We worked with SMC's Marketing and Web Content areas to create a StudentLingo webpage, **www.smc.edu/StudentLingo, (Appendix D)** that provides workshop

lists, a faculty implementation guide, registration instructions, and an FAQ section.

We first took note of these workshops when exploring online workshop options for Adelante students on probation. It was also considered as a good online option for students who needed to complete workshop requirements for Adelante and Black Collegians. In mid-Spring 2016, the Latino Center applied for and was awarded a GRIT Mini-grant that allowed it to pilot use of four StudentLingo workshops. These workshops were initially made available to Adelante and Black Collegians students for their personal development and as options to complete workshop requirements for the programs. The data showed there was strong student interest in having online workshop options and additional workshop topics, and helped to reduce the proportion of students being removed from Adelante due to not meeting workshop requirements. The proven accessibility and utility of these four workshops to Adelante Program students, along with the understanding of the potential impact full access to this resource could have on all SMC students, prompted us to reach out to the SMC Foundation for additional funding. We presented our initial data on student use and evaluations to the SMC Foundation, which negotiated a significant discount for access to all 48 workshops August 1, 2017 through July 31, 2020.

Since mid-Fall 2017, the Latino Center has begun to publicize SMC's unlimited institutional access to the campus at-large. A condition of SMC Foundation funding of these workshops was to maximize use of this resource beyond the Counseling Department and to promote its use throughout SMC. We worked with SMC's Marketing and Web Content areas to create a StudentLingo webpage that can be found at **www.smc.edu/StudentLingo** . The Latino Center Program Leader and/or adjunct Latino Center counselor overseeing this project have presented on StudentLingo during Institutional Flex Day, Department Chair of Chairs Meeting, to Counseling 20 instructors, and to the Dean of Noncredit and External Programs. Bulletins are sent out each semester notifying/reminding faculty and staff about this resource. The Dean of Admissions and Records funded production of 15,000 color flyers publicizing StudentLingo and included information and link to the SMC's StudentLingo page on the SCM GO app. In addition, the StudentLingo flyer has been posted in the student services section of Canvas and two StudentLingo slides are posted on the Library's TV. Finally, the Office of Student Judicial Affairs is using two workshops to help students address issues related to academic integrity.

The Office of Institutional Research has assisted us in summarizing the monthly data and student survey reports we receive as part of the user contract. Some highlights include:

- Fall 2016:   178 unduplicated students, 306 total views
- Fall 2017:   289 unduplicated students, 512 total views (48 workshops became available)

Fall 2017 Individual Student Users:

- 65.7% Female, 34.3% Male
- 87.5% Latino, 4.5% Black, 3.8% Asian/Pacific Islander
- 52.9% Full-time, 47.1% Part-time

Fall 2017 Workshop Evaluations:

- Workshop preference: 64.2% Like both types of workshops, 28.7% Online & On-demand, 7.2% Face-to-face
- 87.8% thought the workshop lengths were "just right"

- 70.9% chose "Yes" to workshop activity/activities helping to make the workshops engaging, 27.8 % chose "somewhat"
- 97.8% selected "True" when given the statement "I learned information that will help improve my skills in this area"
- 7 Most popular workshops (w/ unduplicated views):
  - Time Management: Strategies For Success (51)
  - Mental Health & Suicide: Helping Yourself & Others (34)
  - Stress Management Techniques (32)
  - Online Courses: Staying Motivated & Disciplined (28)
  - How To Succeed In Math (28)
  - Financial Literacy: Smart Money Skills For College & Beyond (28)
  - How To Reduce Test Anxiety (27)

D1. Objectives

Objective:
Objective #1
Objective: Conduct focus groups or survey Spring 2017 with faculty who teach/have taught Adelante course sections.

Status: Completed

Comments:
Report of semi-structured Adelante faculty interviews was received from Institutional Research week 6 of Spring 2018.

Partner and collaborate with the International Education counselors to develop and implement policy related to academic counseling requirements for international students participating in the Adelante Program.

Status: In Progress - (See D2 Moving Forward Objectives)

Comments:
None

D1. Looking Back

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

2012-2013

- Established monthly workshops in Spanish for parents of Adelante students
- The Latino Center, The African-American Collegiate Center, the Business Department and the Cosmetology Department collaborated to present a workshop for Sista to Sista and Mujer a Mujer program students on the "Complete Business Look"
- Collaborated with Virginia Park in order to present an informal workshop for AB540 students on passage of AB130 and AB131 and how the implementation will affect financial opportunities for this student population.

2013-2014

- Black Collegians and Latino Center Program Leaders co-presented before the Center for Teaching Excellence about both centers, their programs and students. They shared the results of a survey given to program students on their "opinions about what they consider characteristics of good professors and bad professors". The presentation was well received and a similar one was presented on Professional Development Day titled "Experiences from our SMC Students".
- Collaborated with Black Collegians Program to offer multiple workshops for Program students these were, "Internship Boot Camp: Why do I need one", "You submitted your FAFSA, now what?", "Know your Campus" and "20 Feet from Stardom".

2014-2015

- The Enrollment Priorities Committee awarded Enrollment Priority to the Adelante Program students for the first time beginning Spring 2015
- The Adelante Club was officially installed by the Adelante Program students
- Partnered with Financial Aid to offer FAFSA and Fee Waiver workshops to students and parents in Spanish.
- Partnered with the Career Services Center to have a Latina Career Counselor housed in the Latino Center with the hopes that more Latino students would see a Career Counselor for services and to assist them to select a major sooner rather than later. The Career Center secured grant funding in order to pay for the salary of a part-time counselor.
- Partnered with Virginia Park Teen Center to encourage Adelante students to attend workshops offered at their location and receive Adelante credit.
- Partnered with Black Collegians, the English Department, STEM, Student Health services and Veterans Resources to show documentary film "Code Black" about Emergency Room activities of Los Angeles County Hospital (USC).

2015-2016

- Creation of Adelante/Black Collegians Brother to Brother/Sister to Sister Mentor Program with John Adams Middle School
- Program Leader joined the EOPS Advisory Committee
- Part-time Psychologist was first hired through Equity funding for Adelante and Black Collegians to provide mental health services to program students.
- Two Latino males (Math IA and Spanish Professor) were recruited to plan and facilitate Hombre a Hombre monthly workshops.
- Additional Latino male counselor was first hired to recruit and retain men of color for Adelante and Black Collegians in addition to recruiting for STEM fields for 18 hours a week. This was the first time both programs shared a counselor.
- For the first time in thirteen years, in response to the tremendous growth in the Latino SMC student population seeking services (38%), the Latino Center requested a full-time counseling position.
- Collaboration with other on-campus groups such as the Associates, Black Collegians, History Department, English Department and IDEAS of SMC brought powerful speakers and documentaries such as: Injured factory worker Rosa Moreno, Poets and insightful and educational documentaries: No Mas Bebes and Sin Raiz.

- Spring 2016 an Adelante Program student, Sharon Nat, was awarded a U.S. Department of State Critical Language (CLS) Scholarship to study Punjabi during summer in Chandigarth, India
- Another Adelante student, Daniel Zarate transferred to Temple University in Japan and was interviewed by the Spanish newspaper La Opinion for this amazing opportunity.

2016-2017

- Worked with on- and off-campus organizations to hold town halls and numerous parent and student workshops addressing community building and post-election anxiety following the Presidential Campaign and election.

2017-2018

- Continued to work with numerous parent and student workshops addressing community-building, DACA renewal, and immigrant rights education
- Math IA co-Initiated The Math Therapy Program with Black Collegians. The Program has three strategies for success, Community Based Support, Strategies from Math Champions and Free Math Resources
- Two full-time counselors were added to the Latino Center staff in Fall 2017. They each share a split assignment with Black Collegians and both are being paid by SSSP. One of these counselors works on the retention strategies for men of color and oversees the Peer Mentor Programs with JAMS and Hombre a Hombre Workshops
- We requested—and were approved—for funding for an additional 18 hrs/wk therapist for Adelante and Black Collegians. We are in the process of hiring this second position.
- 2017 was the final year for the URSA summer research collaboration with LMU. Equity grant funding was discontinued, with the grant administrator directing we institutionalize this program and hold on-site at SMC. The program would change significantly and the Program Leaders for Adelante and Black Collegians decided to discontinue the URSA Program.
- SSSP Grant funding continued to support our 18 hrs/wk counselor who addresses Adelante probationary students who have not attended BTS sessions, and coordinates the StudentLingo online workshop program
- Continued funding by the SMC Foundation for the Textbook Voucher Program.
- In collaboration with other campus groups such as: The Associates, Black Collegians, The Business Department, The History Department, IDEAS of SMC, the Communications Department, the Cosmetology Department, Allies for Undocumented students and The English Department, we were able to bring powerful speakers, a documentary and Professional Panels on campus.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

We have addressed the recommendations as follows:

- The Latino Center website has been updated and is ADA compliant. It is available as an outreach and recruitment tool, but is not connected to social media. We have limited staffing and do not have additional time to dedicate for even minimal social media monitoring.
- In consultation with Institutional Research, it was determined that due to various changes in drop

- policies and a number of confounding factors, it is not recommended we try to examine the impact of drop policies on program participant course completion rates.
- Institutional Research advised that assessing the impact of counseling courses on success rates of students served by the Latino Center and Adelante Program would not be a good research question. Instead, the recommendation was made (and followed up on) to interview Adelante program instructional faculty in order to assess their program experience, support, and recommendations.
- We use Adelante Program graduates to serve as workshop panelists, particularly for spring workshops about transitioning as transfer students. Grads also participate in the Camino Al Exito Summer Bridge program in student panels, workshops and ice breakers.
- The GRIT initiative was essentially fully developed at the time it was suggested we participate. However, we took advantage of a grant opportunity, while it was still available, to fund and pilot online student success workshops.
- The Program Leader routinely participates in initiatives, committees, and meetings that address ways to improve Latino student success in remedial math courses. She is on the Equity Committee and has attended Enrollment Barriers Meetings. Further, the Center now employs a full-time Instructional Assistant in Math, who serves both Adelante and Black Collegians students. In addition, the Black Collegians and Adelante Program began a Math Therapy Program in Spring 2018 which employs three strategies for success: Community Base Support, Strategies from Math Champions, and Free math Resources.
- We consistently work with Institutional Research on a variety of projects and to ensure that our annual objectives are measurable.

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3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

Adelante Intake Sessions

Beginning Summer 2019, the Latino Center Counselors will be presenting the Intake sessions that are required as a final step in joining the Adelante Program. This will allow new students to meet a Latino Center counselor in the Latino Center and to provide the opportunity for immediate drop-in counseling sessions with new students. Previously, both the orientation and the in-take sessions have been offered by the Student Services Assistant due to limited summer counseling hours, but this change will allow for increased student contact with a counselor for incoming program students.

Counselor to Counselor Collaboration with Samohi Retreat

In 2016, SMC and Samohi counselors started to hold meetings on a consistent basis to develop opportunities to strengthen the support systems for Samohi students transitioning to SMC. Through the meetings it was discovered that there was a lack of interaction between counselors who represented each campus. As a result, in the **Spring of 2016**, Counselor to Counselor **(C2C)** was created and has been institutionalized to take place each spring semester. During the C2C events, activities take place that allow counselors to interact with one another with the purpose of creating working relationships. Consequently, in future situations with current or former Samohi students, counselors will feel comfortable to contact one another to provide the appropriate resources to support students.

In addition, as a response to action plans that were developed during the C2C events, a part-time "transition" counselor was hired in **October 2017** to support the transition of Samohi students to SMC.

- 189 students have been supported by the transition counselor.
- Intrusive counselor methods are utilized with high school students (cell phone calls, class visits, etc.). A college student worker was hired to assist this counselor at Samohi.
- A Counseling 20 class for Samohi students was offered during Summer 2018 which guaranteed admission to the Black Collegians (BC) & Adelante Programs (class taught by a BC faculty).
- There was a focus on the transition of students with disabilities.
- The 2018 C2C Program focused on student equity on both campuses and was facilitates by Dr. Karen Gunn from SMC's Psychology Department.

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4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

The SMC Foundation paid $9,000 for a 3-year contract (August 1, 2017- July 31, 2020) to gain access to **48 StudentLingo online workshops**. These online success workshops are available 24/7, on-demand, and provide options for proof of completion. There is **unrestricted institutional access** available to SMC students, faculty, staff, and parents of SMC students.

The Latino Center used the funding to expand to the full workshop menu and to make known to the entire campus. Esau Tovar, using SSSP Funds, paid $694 dollars to order **15,000 color flyers** publicizing this new resource.

Benefits:

- Promotes equity for ALL students by increasing access to additional support services
- Adelante students are using online workshops to help meet Adelante program requirements—27% of Adelante students used this method in Fall 2017
- Student Judicial Affairs is using the "*Academic Integrity: The Do's and Dont's"* and *"Understanding and Avoiding Plagiarism*" workshops as part of its intervention for students referred due to academic integrity issues
- Counseling 20 instructors are using the workshops to support their teaching
- Institutional access allows unlimited institutional use of workshops for instructional, support, and outreach purposes
- Monthly use and survey reports are included with the contract

Challenges primarily include additional assigned counselor time needed to:

- Publicize workshops and collaborate with Media and Web Services to create a flyer and StudentLingo pages on SMC website
- Demo/present StudentLingo to different members of campus community
- Stay current with StudentLingo platform, update StudentLingo SMC pages as needed
- Continue work promoting awareness and use of StudentLingo throughout our institution
- Prep to re-apply for funding once current contract expires

D2: Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

ADELANTE FACULTY RESOURCE GUIDE

- Results of a qualitative study conducted by the Office of Institutional Research informed the development of our first annual objective.
- Interview data with Adelante faculty revealed their need for an orientation, ongoing training, and other support (for example, community) in order to effectively teach in the program.
- Many supported the idea of the development of a Faculty Resource Guide and provided detailed feedback on what the resource guide could include for faculty like them.
- The faculty suggestions will be used to inform the development of a Faculty Resource Guide in the Adelante Program.

INTERNATIONAL STUDENT PARTICIPATION IN ADELANTE PROGRAM

- An increase in International student participation informed our second annual objective related to partnering and collaborating with the International Education counselors.
- The numbers of F1-visa international students who participate in the Adelante Program has significantly increased.
- Fall 2017 – A total of 62 or 4.4% of Adelante program participants were international students (4.1% increase when compared to Fall 2012 Adelante when there were 3).
- The limited counseling staff hours dedicated to the Latino Center make it a challenge to ensure that every Adelante student is able to fulfill the counseling requirement.
- The Adelante program leader will discuss leveraging the counseling offered for international students through the International Education Center (IEC) for this population and developing a policy to allow international students to "count" the counseling they receive through the IEC in fulfilling the Adelante counseling requirement.
- This should assist in reducing duplication of efforts and inefficiencies related to counseling for the International student population.

STUDENT LEARNING OUTCOMES

- The high success rates for our SLO assessments is positive.
- The relatively small number of assessments support our counselors' long-standing comments that they find it difficult to include SLO assessments at the end of counseling sessions due to lack of time and that they do not adequately assess the counseling and services provided by the Center.
- This, coupled with recent Program Review training on the role of Unit Outcomes, has led the Program Leader to propose a change to the use of UOs instead of SLO's for the Latino Center.

INSTRUCTIONAL ASSISTANT IN MATH

- Overall visits and average visits per day show students need and use this service
- The slight decrease in visits in certain sessions during this academic year may likely be attributed to overall decreased enrollment at the College
- We are essentially at capacity for providing tutoring services, and our IA-Math needs additional support tutors to better manage student demand and peak times.
- Six student help/work study students were hired in the fall and an additional six student help/work study student workers were hired to assist our IA-Math. The IA trained them and supervises them.
- This semester, in response to student feedback about their math learning experience and self-efficacy, our IA is collaborating with a Black Collegians Counselor and a Math Professor to pilot Math Therapy review sessions, which focus on creating positive solutions to math challenges and developing learning skills and positive self-efficacy in Math.
- A much larger tutoring space in the new Student Services building will be crucial to maintaining the availability and unique elements of these services.

ADELANTE/BLACK COLLEGIANS PSYCHOLOGIST

- The p/t psychologist is addressing program students' needs for timely mental health support and community referrals.
- Appointments for new referrals are often limited because ongoing therapy appointments fill the schedule.
- Although available to both Black Collegians and Adelante students, many Black Collegians students do not meet with this psychologist and we believe one of the main factors may be the preference for a therapist from the same ethnic background, possibly male, with whom they can better relate.
- An additional 18 hr/wk counselor position was requested to enhance outreach to Black Collegians students and has been approved; currently trying to fill the position.

CAMINO AL EXITO - SUMMER BRIDGE

- Student feedback shows there is a clear need for this transitional program.
- Survey results show that goals of facilitating academic and social integration were met.
- Need to maintain increased communication with Outreach and FYE to help continue increasing the number of student participants in 2019. Despite a limited budget there is room for additional participants.
- Changes to Camino al Exito starting in 2016 led to decreased involvement of Latino Center counselors on program day, a possible contributor to the approximate 20-40 point drop since then, in the proportion of participants who remained within the Adelante Program for their second term.
- Latino Center counselors and staff should have increased involvement in the 2019 program in order to establish individual and programmatic connections with students, along with integrating the added social and academic value of Adelante Program participation.

UNDERGRADUATE RESEARCH SCHOLAR ACADEMY (URSA)

- 2017 was the final year for the URSA summer research collaboration with LMU. Equity grant funding was discontinued for 2018, with the grant administrator directing we institutionalize this

program and hold on-site at SMC. The program would change significantly and the Program Leader decided to discontinue the URSA Program.

- Pre-/post-test results continued to show this program was meeting its objectives

PROBATION STUDENT INTERVENTION

- Based on the Institutional Research brief, we will re-design the intervention for certain Adelante Probation students for 2018/2019 so that all Latino Center counselors participate in the intervention.
- A large-scale online intervention for probation students will need further re-design and implementation through the Counseling Department, where more staffing is available to support this, larger sample sizes can further clarify results, and more large-scale use of Canvas is more practical.
- StudentLingo online workshops that were first explored to assist in online probation intervention have proven useful as an alternative or supplement to on-ground workshops.

STUDENTLINGO ONLINE STUDENT SUCCESS WORKSHOPS

- Individual student users and the number of workshops viewed has continued to grow each term.
- Students like and often prefer using an online workshop platform.
- Students find the workshops engaging and just the right length.
- Students have heard about StudentLingo from sources such as: special programs(Adelante, EOPS, Black Collegians, Guardian Scholars), academic departments (Art, Counseling, History, Psychology, Photography), and student services (Student Judicial Affairs).
- The most popular workshops give us insight into student concerns: time management, mental health, stress and anxiety.

D2: Objectives

Objective #1
Follow-up on IR Adelante Faculty report recommendations.

Area/ Discipline/ Function Responsible: Latino Center / Adelante

Assessment Data and Other Observations:
Institutional Research Data

External Factors:
Other Factors
Recommended by Institutional Research

Timeline and activities to accomplish the objective: Share IR report with Adelante faculty and Latino Center counselors and staff in Fall 2018.

By the end of Fall 2018, have developed a timeline of follow-up activities.

At least one follow-up activity must be in-progress during Spring 2019.

Describe how objective will be assessed/measured: Timeline and follow-up activities will be completed/in-progress as stated above.

Comments: Consult with IR as needed.

Objective #2

Partner and collaborate with the International Education counselors to develop and implement policy related to academic counseling requirements for international students participating in the Adelante Program.

Area/ Discipline/ Function Responsible: Latino Center / Adelante

Assessment Data and Other Observations:
Institutional Research Data

External Factors:

Timeline and activities to accomplish the objective: In Fall 2018, the Program Leader will meet with International Student Counseling Leader to develop a new Adelante policy for International (F1-M1 visa) students and create a template form to use to receive counseling credit for Adelante, when completed by an ISC Counselor.

In Winter/Spring 2019, announce and begin to implement the new policy for new and continuing International (F1-M1 visa) students.

Describe how objective will be assessed/measured: Number of counseling hours for international students in Adelante will be monitored to ensure that the policy is not creating inefficiencies. (75% or more of international students will be credited with having met with a counselor through the IEC).

Comments: None

E. Curriculum Review

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- The process by which department members participate in the review and revision of curriculum.
- How program goals and SLOS are integrated into course design and curriculum planning.
- The relationship of program courses to other college programs (cross-listing, overlapping content
- The rationale for any changes to pre-requisites, co-requisites and advisories.
- How the department ensures course syllabi are aligned with the course outline of record.

2. Discuss the role of the advisory board and other industry bodies or input in updating curriculum to meet industry standards and the needs of students.

F. Community Engagement

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

Counselors and staff have engaged in the following institutional activities this academic year:

Presentations:

- VIP Welcome Day: Presenter, Latino Center/Adelante Program Latino Males in Higher Education Workshop
- VIP Welcome Day: Presenter, Parent Spanish Workshop - Introducción al Colegio
- VIP Workshop presenter—Student Services Panelist
- VIP Workshop Day: Presenter, Adelante Orientation & Intake Session for Prospective Students
- Adelante Program: Hombre a Hombre workshops, Mujer a Mujer workshops, Noche de Familia workshops, Probation Workshops, other Adelante Program workshops
- Student Lingo Presentations to Couns 20 instructors, Spring Institutional Flex Day and Department Chair of Chairs Meeting
- JAMS - Learning Styles Presentation
- Jack Kent Cooke Foundation Scholarship Opportunities Workshop
- Counseling 20 class Presentation
- AB540/DACA Counseling Dept. Presentation
- Participation in "Being Ñ" Panel Presentation to Campus Community
- Adelante workshops:
  - Mujer a Mujer workshop presenter (monthly, fall and spring)
  - Hombre a Hombre workshop presenter (monthly, fall and spring)
  - Jack Kent Cooke Foundation Scholarship
  - Brother to Brother and Sister to Sister Training
  - Adelante Program Presentation: Education Plans
  - Noche de Familia – Monthly (Fall/Spring Semesters)
  - Adelante Club Retreat
  - Welcome to Adelante Workshop
  - Black Collegians & Adelante Faculty/Staff Gathering
  - My SMC Journey Presentation on Ed Plan and Transfer Goals

Departmental Training & Other Professional Development

- Counseling Department Meetings
- Counseling Department Flex Day
- Career Counseling Training
- Institutional Development Day
- SMC Leadership Academy
- SMC Undocumented Ally Training
- Office 365 – Technology Training
- Customer Service/Appropriate Office Etiquette
- Equity Summit
- Online "Not Anymore" training on Interpersonal Violence

- Kognito Training on LGTBQ
- Guided Pathways Redesign Retreats and Flex days
- Guided Pathways Meta-Major Pilot Meetings

Additional Activities:

- Program Leader Meetings
- Camino Al Exito (Adelante Summer Bridge Program)
- IDEAS of SMC Club Advisor and Co-Advisor
- Adelante Club, Advisors
- Counseling 4C Intern Rotations & Mentor
- Super Saturday Participant
- Equity Brown Bags and Equity Speaks Meetings
- Evaluate Part-Time Counselors
- Coordinate StudentLingo Online Workshops Expansion
- Latino Center Participates in Various Campus Resource Fairs Throughout the Year
- Teaching Counseling 20 Course
- University visits for Students
- Corporate Visits for Students
- Facilitate Cultural trips for Students
- Adelante/Black Collegians Faculty/Staff Meet & Greet
- Adelante/Staff Meet & Greet
- Co-developed Counselor to Counselor Days with Santa Monica High
- Developed Summer Melt Initiatives with Santa Monica High

Committees:

- VIP Welcome Day Committee: Members, Workshop Subcommittee
- VIP Welcome Day Committee: Chair, Parent Workshop Subcommittee
- Latina/o Youth Conference Planning Committee until 2011
- Career Pathways - Student Services Inquiry Team Committee
- Student Equity Plan Task Force: Member
- Faculty Tenure Evaluation Committees
  - Sociology, Communications, Business, Foreign Language, Counseling
- EOP Advisory Committee: Member
- Latino Center Scholarship Selection Committee
- Student Services Award Celebration Committee
- Counseling Department Social Committee: Member
- Welcome Center Probation Committee
- Counseling Department Mission & Goals Workgroup
- Counselor to Counselor Planning Committee
- Male Diversity Network Committee
- Leadership Development Initiative Committee
- Town Hall Organizing Committee (United We Stand)
- Adjunct Hiring Committee
- Black Collegians Hiring Committee
- Dr. Adams Celebration Planning Committee

- Dale Ride Internship Selection Committee
- STEM Director Hiring Committee
- Hiring Committee, Counselor Generalist
- Hiring Committee, Vice-President Academic Affairs
- Student Equity Planning Task Force
- Monica Planning Committee, (SMC Online Student Orientation)
- Enrollment Barriers Planning Committee
- Dr. Tsang Scholarship Selection Committee
- Guided Pathway FYE Inquiry Team Leader
- Guided Pathway Student Services Inquiry Member

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Presentations:

- Association of California Community College Administrators: Supporting Student Success for Men of Color Through Intentional Practices
- WANTED: Men of Color to Serve as Role Models in Higher Education
- Presentation to high school students from Bright Start High Schools
- UCLA CCCP Mentors, presentation on working with our student population
- URSA Presentations – How to Navigate the University System
- FACCC Counselor Hiring Process Panel

Professional Development/Conference Attendance:

- Association of California Community College Administrators
- Counselor to Counselor SMC/Santa Monica High School Collaboration
- NCORE, National Conference on Race and Ethnicity, New Orleans
- Conference on Immigration Issues, UCLA Labor Center
- Course in relaxation techniques/meditation, INSIGHT LA
- Men of Color Leadership Conference, Minnesota
- Canvas Training
- CSU/UC Transfer Training
- International Conference on Education
- California Community College Chancellors Office Guided Pathway Framework, Los Angeles
- Ensuring Transfer Success Conference
- On-Campus Transfer Presentations by Out of State Universities
- USC Counseling Transfer Days
- UCLA STOMP Conference
- A2Mend Conference for Men of Color, Los Angeles
- CSU Transfer Workshops
- Mindful Awareness Research Center Training

Additional Activities:

- Undergraduate Research Scholars Academy Director

- Da Vinci School Board – Regent
- USC Ed Network – Founder
- Board Member, USC Black Alumni Association
- Executive Director and Board Member Concerned Citizens Community Involvement
- Founder the Limitless STEM Academy
- Founder The Limitless STEM Initiative
- Co-developed Men of Color Conference in collaboration with El Camino College, East LA College, and Long Beach CC
- USC Master's in Counseling Program Guest Lecture: Solution Focused Therapy & Maslow's Hierarchy of Needs

3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.

The responses to items 1 and 2 above demonstrate proactive efforts by program faculty and staff to collaborate with one another and other programs within and outside the SMC community. Further, our program faculty and staff are continuously involved in student centered activities, whether by collaborating with students in organizing activities, or by mentoring or counseling program students and other non-program students or participating in non-department meetings.
Program faculty, staff, and students do not limit their activities and collaboration to within the Latino Center or Adelante program.

G1: Current Planning and Recommendations

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

MATH INSTRUCTIONAL ASSISTANT

Our existing shared tutoring area for Adelante and Black Collegians is cramped, has limited student and classified staff, and doesn't have sufficient supplies or adequate furnishings to properly service the nearly 3,000 tutoring visits received each year. When the tutoring area is full, students will often arrive and then decide to leave when there is no seating or table space, or when they are advised that tutoring will occur on a rotating basis among those present because of the high volume.

We know we could serve more students, and serve them better, if we had the following:

Ideally, the tutoring lab in the new Student Services building would be in a "smart" room, with a screen and dedicated computer that can be used to make presentations and access apps and sites that support instruction.

1. We estimate the need for 10 tablets and a charging media storage cabinet for student use while in the tutoring area. This would allow students to access a multitude of math apps, math websites, and instructional videos. Our ever decreasing supply budget doesn't allow for the purchase of these items, nor for the purchase of enough dry-erase/white board materials.

2. Tables and chairs designed for instructional purposes would help make better use of space, including the purchase of multiple tables with white board table-tops, improving the use of available space and promoting collaboration among students not to mention reducing the use of scratch paper which can be very costly.

Many of the chairs we have are hand-me downs and have missing or loose parts. There is also a need to have a storage cabinet to store 20 math books, calculators and other math materials that the math IA could lock at the end of the day.

3. We need a smart board with its projector and a large cork board for a posting area, where we can post important announcements and showcase student work.

4. Finally, a computer and printer for the full-time Math IA are absolutely essential in order to respond to student emails, campus emails, write tutoring reports, and check-in students for tutoring.

ENGLISH INSTRUCTIONAL ASSISTANT

Both the African-American Collegiate Center and the Latino Center are requesting a shared full-time English Instructional Assistant. Currently, the only English tutoring service offered by the Centers is two Work Study students for a total of 15 weekly hours. Together, they saw a total of 60 students in Spring 2018 and 36 for Fall 2017. During Fall 2017, the Centers only had one College Work Study student working 10 hrs/week, and no English support prior to that.

The 2016-2017 Student Equity Data Report for Santa Monica College (2017)(http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Reports/Student%20Equity/BoardReportEquity2016.pdf,6/27/2018) presents institutional research data which shows that Black and Latino students continue to experience equity gaps--often exhibiting some of the largest gaps among student groups--in the areas of successful course completion, successful basic skills/ESL/ English and math completion, and transfer.

Furthermore, the lower income student's within each ethnic group tended to have wider gaps than those from higher incomes.
Developing college-level English writing and analytic skills is important to success in other college courses that require written analysis (note skills advisories in the bulk of our humanities, arts, and social science courses), and to meeting AA and transfer course requirements. We must continue to improve and make available any resources that enhance and support the learning experience to these specific student groups. Students of color are placing in English 1 and the supporting English 28 at a disproportionate rate.

In its 2014/2015 Annual Review, the SMC English Department recognized the importance of focusing on

culturally responsive pedagogy and giving students a one-to-one experience with instructional assistance. Students need the additional support services of tutoring because they are not ready to enroll in regular English 1 without its corresponding support course and tutoring.

The LC/AACC Instructional Assistant-English will target Adelante and Black Collegians students and practice this type of responsive instruction, where a student-centered approach: explicitly recognizes and values the student's background, encourages the IA to develop a personal connection with students in order to promote a collaborative learning experience, and provides explicit instruction in a variety of visual modes to improve understanding and expression. These are among the effective practices identified in a comparative analysis of studies from fields of multicultural literacy education, special education, and ESL instruction (Piazza, Rao, Protacio; 2015).

SUPPLIES BUDGET

In addition to the amounts requested to fund supplies for our Math instructional support, we need an increase in our supplies budget to adequately fund our other existing services. We need three office shredders for counselors to shred confidential student records. We also need to buy enough dry erase makers and cleaning supplies for the white boards to last the entire academic year for the Math tutoring area and other program presentations.

CAMINO AL EXITO COUNSELING HOURS

The Latino Center needs an increase in summer counseling hours in order to have all Latino Center counselors participate in our summer bridge program. During summer 2018 The Latino Center was allotted 270 counseling hours aside from 180 hours for the Program Leader, However, as a Hispanic Serving Institution and because of the number of counseling visits that the Center has during the summer, the Program Leader can't reduce the number of counseling hours from the Latino Center during the summer in order to staff Camino al Exito.

Camino al Exito Summer Bridge needs its own counseling allotment, the estimated additional allotment needed to properly staff Camino al Exito is 56 counseling hours. Latino students are one of the groups at highest risk of not completing their studies and dropping out of college. The Camino al Exito summer bridge program targets this very student population; it is for first generation Latino students who have just joined the Adelante Program. It aims to connect Adelante students to their cohort and continuing Adelante students. In addition, they have the opportunity to interact with Latino faculty, Latino Center counselors and staff. It gives them a sense of security and family, and demonstrates to them the human resources available to them.

VIEW SIGN-IN

For the past three years we had been piloting a database system that was customized to our specific needs in Adelante. However, this year the company has grown and is now charging a usage fee. We had to withdraw from use due to lack of funds. This database ran reports and was customized to the specific needs of the program. It saved the Student Services Assistant a tremendous amount of time. She now has to use a simple Excel chart and it does not give us the information the database provided us. This database kept track of students in the program and it kept track of program requirements fulfilled and their status in the program. The Program Leader is currently working with Associated Students to see if they could fund the database. This is currently pending.

STUDENT HELP

The Latino Center does not have funds during the summer for Student Help. Student workers assist during the most critical times in our program. The summer is when our recruitment and enrollment periods occur. The majority of the new students to the program enter during the summer time and the majority of the new students into our program are first-time freshmen. The first-time freshmen need a great deal of support and follow-up services as they learn the process of enrolling in classes, understanding how to navigate Corsair Connect, learning how to purchase books, and understanding policies and procedures. The Latino Center is currently receiving funds for Student Help from SSSP to assist with recruitment and orientations but the fear of the Program Leader is that one day, these funds will be denied and then the Center will have no Student Workers during our busiest time of the year. Furthermore, no department is able to hire College Work Study students during summer sessions, so this option is not available.

COLOR PRINTER

We need a color printer shared by both Student Services Specialists for both the Latino Center and the African-American Collegiate Center. They often print out flyers for program activities and workshops and currently only have black and white printers.

MARKETING MATERIALS

Marketing a Center and Program is very important in terms of program participants. It would greatly assist the Center to have a professional color program bulletin similar to the one for the Scholars Program. This marketing will assist with informing students, parents, and members of the community not just about the Adelante Program, but about ALL the other services and resources provided by the Latino Center.
The Latino Center recently ordered 15,000 flyers in the glossy color paper that were paid with SSSP funds in order to promote StudentLingo. It would be very helpful and proactive to have fabulous Latino Center marketing materials to give to students, parents and community members from a Hispanic Serving and Equity-minded Institution like SMC.

RESTORE DISTRICT FUNDED PART-TIME COUNSELING HOURS FOR FALL AND SPRING

During fall 2017 the Black Collegians and Latino Center hired three full-time counselors. One counselor was hired exclusively for Black Collegians and two male counselors' assignments were each spilt in half to work for both programs. However, the college policy is that for every full-time counselor, the program has to reduce their part-time staff by thirty-two district funded hours. This policy hurt the Latino Center in terms of solid counseling hours.

The two full-time counselors have various assignments in addition to counseling, which is expected of full-time faculty. They are heading our male initiatives, student workshops, parent workshops, field trips, and evening workshops in addition to campus wide committee work and club advising.

The overall enrollment of students at SMC may have dropped, but not the number of Latino students enrolling at SMC. In fact, the headcount and proportion of Latino/Hispanic students has increased from 35.8% in 2012-2013 to 40.3% in 2017-2018. We have had to turn students away due to lack of counseling appointment availability; we have less appointments available now, than when we had the 32 weekly hours of part-time counseling.

In Fall 2016 we saw 1,455 counseling appointments and it was down to 1,370 in Fall 2017 due to having to block mostly full-time counselors. When the Latino Center had 32 hours of part-time counselors they were blocked sporadically. Latino students are at highest risk for not completing college and we have had to turn them away due to no available counseling appointments. As an HSI that is focused on equity, district funding to restore counseling hours needs to be considered.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

MATH TUTORING AREA
As stated in question 1 of this section, the Black Collegians and Adelante Program have outgrown their tutoring area. We need new technologies and new furniture for this new area. The following are quotes we have researched for the items requested in Question 1.
8 dry-erase rectangular tables at a cost of $604.37/each
14 Ruckus chairs at a cost of $147.44/each
One smart board at a cost of $1,618.99 and a projector at a cost of $1,360.00
One large cork board at a cost of $80.00
One large storage cabinet at a cost of $300
10 IPad tablets 32GB at a total cost of $3,290.00
1 charging media storage cart at a cost of $509.88
One computer and printer for the full-time Math IA. (IT has not gotten back to the Program Leader about a cost analysis for these two items by the time this report was due).

SUPPLIES BUDGET
We need an increase in budget supplies in order to buy three additional paper shredders and dry erase makers, erasers and cleaning supplies to last the entire academic calendar.
The estimated cost for ALL these items from Office Max is $787.02
The estimated cost of ordering the dry erase supplies from Office Max is $150.00

VIEW SIGN-IN
As stated above in Question 1, there is a need to enter and maintain a database of information to track program participants and fulfillment of program requirements. For the past three years, the Student Services Assistant has been using a database free of charge, but this year the company charged a fee to use, maintain and troubleshoot this database called "View Sign-In". The yearly cost of this data base is $2,500.
This database--or any other database that has someone that can maintain and trouble shoot--is necessary in order to maintain and report data. The college has not yet decided on a replacement for ISIS, but we have specific needs that might not be met with the new platform the college will replace ISIS with. As stated above, the Program Leader is currently working with Associated Students to see if it might be possible to have this cost covered on our behalf.

COLOR PRINTER
In question 1 of this section, the need for a color printer was given and the following is the cost through Office Max , $960.00.

MARKETING MATERIALS

The reasons for requesting professional bulletins and flyers for the Latino Center were addressed in Question 1. The following is what was paid by SSSP for 15,000 one-sided color flyers for our StudentLingo online workshop promotion: $693.47.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

STUDENT HELP TO ASSIST MATH IA AND FRONT DESK DURING SUMMER SESSION
As stated in Question 1 of this section, in addition to physically outgrowing the Adelante/Black Collegians tutoring area, we also need additional staff. Currently we only have one full-time Math IA but he needs additional support. We are asking for an increase in the Student Help Budget by $1000. This is a shared Student Help Budget for both the Latino Center and the African American Collegiate Center. The increased budget will be used to hire more Student Help math tutors in order to serve more students.
In addition, there is also a need to hire Student Help during the summer to staff the shared front desk of both Adelante and Black Collegians. The reasoning for this is already stated in Question 1. The Student Help budget needs an increase of $7000 ($3500 for each) for the Centers.

RESTORE 32 WEEKLY HOURS OF PART-TIME COUNSELING FOR FALL AND SPRING SEMESTER
The reasoning for this request has been stated in the response to question 1. The Program Leader is requesting a restoration of 32 weekly part-time hours to the Latino Center counseling budget for Fall and Spring.

CAMINO AL EXITO COUNSELING HOURS
The reasoning for a request in counseling hours to staff the Latino Center Camino al Exito Summer Bridge Program has already been stated in Question 1 of this section. In essence, the Program Leader is requesting 56 counseling hours in order to have all the Latino Center counselors participate in the summer bridge program to welcome students and parents, participate in workshops, and establish a counseling relationship with the program students and their parents.

ENGLISH INSTRUCTIONAL ASSISTANT
The reasoning for requesting a shared English IA for both the African-American Colligate Centers is explained in Question 1 of this section. The Program Leaders for both Centers have requested both a Math IA and an English IA. The Math IA was approved and hired in April of 2015, but not the English IA. Both Centers, as demonstrated in Question 1, are in desperate need of the position, especially now that the college is working to equitize our institution.

4. List all current positions assigned to the program.

Program Leader/Counselor @ 32hrs a week, mostly administrative duties
2 Full-time Counselors @ 32 hrs a week
Full-time counselor @ 12 hrs a week (spilt assignment with Black Collegians)
Part-time counselor @ 18 hrs a week, SSSP funded
Part-time counselor @ 9 hrs. a week, SSSP funded
Part-time psychologist @ 9 hrs. a week, Equity funded (split assignment with Black Collegians)

Full-time Math IA(split assignment with Black Collegians) @ 20 hrs a week
Two Full-time Student Services Assistants(soon to be Specialists) (spilt with Black Collegians) split
District/Equity funding
Eight College Work Study Students (varying hours), District funded

G2: Future Planning and Recommendations

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

POPULATION EXPLOSION

According to the 2010 U.S. Census 37.6 million or 75% of Hispanics lived in eight states with California being the largest. Hispanics in California accounted for 14 million (28%) of the total Hispanic population. In addition, the 2010 U.S. Census estimates that the growth change in Los Angeles County from April 2010 to July 2017 will be 6.1%. The current trends and projections of the Latino population explosion has increased the general demand on California Community Colleges. The Latino student population at Santa Monica College is now 40.3%. The Latino Center continues to see related increased student demand for our services.

The California Dream Act and Deferred Action are also driving students (and other counselors) to the Center as their first recourse. This has increased student traffic at the Center's front desk, as well as increased requests for counseling services. Thankfully, we are seeing some relief now that Santa Monica College has a Dream Center and these students are beginning to use these additional resources for their inquiries and concerns.

OUR NEEDS

The long-term needs we identify below are intended to be considered for *augmenting* the Counseling Department and/or Latino Center budget/s—not to redistribute or take away from the department's existing budget. Our goal is to add to and enrich the services offered by the Counseling Department by strengthening the Center's focus on addressing the needs of a diverse student body with a growing Latino student population. This will directly strengthen the college's standing as a Hispanic Serving Institution and the benefits that come with that designation.

The Latino Center needs to be reinstated the district hours that were lost due to the hiring of two male counselors that have a split assignment between the Latino Center and the African American Collegiate Center. The split assignments equate to one full-time Latino Center counselor. Expectations are that the demand for Latino Center counseling will increase. Reinstating hours will be essential to keeping up with the growing SMC student Latino population in the next 5 to 10 years. This will mean, at the very least, a reinstatement total of 32 weekly counseling hours for fall and spring and an additional 56 counseling hours in summer to properly staff Camino al Exito. We recommend that the Latino Center receive this reinstatement for the long semesters and an increase in summer, with no corresponding loss in counseling hours to the remainder of

the Counseling Department .

The Latino Center needs district funds for a permanent Student Services Clerk (formerly Counseling Aide). This position should be a split assignment between the Latino Center and the African American Collegiate Center. Both Centers requested and were approved for this positon but after four months, the employee resigned. At this time, however, the college had instituted a hiring freeze. At that point the Program Leaders of both Centers did not request a replacement, but instead requested to dissolve the two Student Services Assistant positions and create two Student Services Specialists positions. This would allow the new specialists to be assigned additional assignments. We recently hired the bilingual position and are in the process of hiring the second position. A permanent, full-time position will facilitate follow-up to counseling sessions which require assistance in completing the matriculation process. This person will use their specialized program and institutional knowledge to:

- Assist counselors in disseminating information regarding campus and Latino Center resources, including:
  - Assisting students in completing applications required for the college entrance process, such as AB540 Affidavits, SMC Application and SMC Orientation
  - Presenting Adelante Program Orientations
  - Answering general questions about and providing referrals about Deferred Action
  - Accessing scholarship resources for Latino and/or AB540 students
  - Assisting counselors and/or Student Services Specialist with staffing information tables at college and resource fairs
  - Providing Spanish translation

- Assist students in completing SMC or program forms, including:
  - Completing and submitting the online FAFSA and BOGG Fee Waiver applications
  - Answering general questions about and assisting with, eligibility for and filing of California Dream Act Application
  - Assisting students to enroll and apply for SMC Scholarships

- Assist students in understanding and using Corsair Connect and the schedule of classes

- Assist in maintaining Adelante Program student files, including
  - Maintaining alphabetization of more than 1,000 student files
  - Following up with program students who have not met minimum counseling/workshop requirements
  - Assisting Student Services Specialist in identifying program students who need to be removed from the Adelante Program, either because they are out of compliance or have transferred

- Assist with the planning and execution of Noche de Familia

- Maintain and update both Center's webpage and Social Media pages

- **English Instructional Assistant**

Please see G1 under English Instructional Assistant

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].
Please see G 1 Math Instructional Assistant, View Sign-In and colored printer for details and explanations.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].
Please see G 1.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.
Over time, the Center's request for increase/reinstatement of district funding to support staff and counselor increases or re-instatements have sometimes been met with suggestions to apply for grant funding. Both the Latino Center and Black Collegians have applied jointly for SSSP and Equity funding and have been approved to hire two full-time Student Specialists, a full-time Math Instructional Math Assistant, and one part-time psychologist. However, the concern is about what happens if requests are no longer approved or the funding is not renewed. The constant worry of the Program Leader is whether or not the district will, in fact, replace the funding if the categorical funding runs dry, is not renewed, or is not approved. Full-time staff and counselors are not at risk except for the location of their placement (possibly with another department/area), but the part-time counselor budget would be at risk.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.
- The Latino Center and the Adelante Program have become Institutional resources due to its own initiative and an increased collaboration sought by other programs, departments, and initiatives.   - The Latino Center has seen an increase in the number of student visits due to the fact that the target student population has increased tremendously. The Latino student population has grown from 25% in Fall 2007 to 40.3% in Fall 2017.   - In spite of hiring the equivalent of one full-time counselor, less students are being seen due to full-time counselors being on campus wide committees such as Equity, Pathways, VIP and Men of Color initiatives, to mention a few.   - There is less time being spent Counseling students except for 27 weekly counseling hours that were retained because of categorical funding.   - A larger proportion of Latino Center Counseling students during Fall 2017 were Latino, Female, 24 or younger, Transfer oriented, continuing students and full-time students. This is the student population that is at greatest risk of dropping out, but is often unable to immediately schedule a counseling appointment with the Latino Center they have sought out because appointments book quickly.   - The college administration has been supportive of the Latino Center over the years, but with the ever growing Latino student population at SMC, it needs to offer increased district-funded support to provide the services this student population is seeking.   - There is a demonstrated need to hire a full-time English Instructional Assistant (IA). The limited English tutoring currently led by student helpers is insufficient.   - As discussed in detail in Section G 1, approval and hiring for an English IA position would provide

immediate attention to the challenge of closing the equity gap and increasing retention of the Latino and African American student populations. The Latino Center and the Black Collegians Program will be jointly requesting an English Instructional Assistant.

- Beginning in Fall 2018, because of the increase in International Students served by the Latino Center, the Program Leader will begin to collaborate with the Program Leader of International Students to look at ways to best serve this student population by both programs.
- Beginning in Spring 2019, the Latino Center faculty and staff will begin to develop Unit Outcomes, an evaluation method that seems to be a better fit for the Latino Center.
- We've discussed the importance of reinstating the allotment of part-time counseling hours for spring and fall, and to increase the number of counseling hours during the summer in order to properly staff the Latino Center and the summer bridge program, Camino al Exito. While overall student enrollment has decreased throughout the state, the opposite is true for Latino student enrollment at Santa Monica College, and we are hopeful the College administration will continue its long-standing support of the Latino Center.

6. Please use this field to share any information the program feels is not covered under any other questions.

Over the last few years the Program Leaders of both the Latino Center and the African American Collegiate Center have seen an increase in the number of program students that find themselves with food insecurities and/or homelessness. Indeed, the entire college has seen an increase, and as a result the Associated Student Government has purchased cabinets to store packaged and canned food for student use at various campus locations. Our Centers were blessed to have one of these pantries installed. Associated students stock these pantries on a regular basis. Many students come to our pantry to pick up something to eat every day. The Program Leaders are appreciative for these pantries that feed so many of our students. The college has also hired a Case Worker who collaborates closely with the program Leaders of our Centers, especially in search of shelters and long term mental health. In spite of these amazing campus resources, our Centers continue to struggle with meeting the needs of these student populations. The college needs to hire additional full-time psychologists, particularly psychologists who are of color that students can identify and connect with on a personal and comfortable level. The part-time psychologist that is shared by both Centers is extremely busy with 45-minute appointments. However, she is female and Latina, with a great percentage of the students under therapy with her being Latino. The Black student population does not have a black psychologist that they can identify and seek therapy with. Both student populations have a very difficult time accepting help and even less from mental health practitioners. Our students see this as a sign of weakness, but when they can see a therapist of their own ethnicity: it allows them to be more comfortable sharing information that makes them feel vulnerable; they seek therapy on a regular basis; and they accept referrals for shelters, food pantries and other mental health resources. And with all this, our therapist still has a long waiting list to see students because she works only 18 hours a week.

H. Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

We suggest the Program Review Committee work with the Dean of Institutional Research to redesign the program review questions and process, and to provide guidance on committee recommendations that direct units/departments to conduct specific data collection/research.

Change, eliminate, and/or improve the questions and instructions for Annual and 6-year reviews in order

to make this a meaningful process.

In order to improve the process, results, and perceived value, we suggest the committee consider the following:

- Are expectations about the type and amount of data required/expected clearly stated?
- Is unnecessary or excessive data being requested?
- Are there questions or variables that can be eliminated?
- Evaluate each question to determine whether it can be clarified/simplified

We recommend the Annual Program Review deadline (for those due in Spring) be June 30.

From a Student Services perspective, current submission deadlines during May or early June are the worst possible timing.   Prior to this, we are focusing on scholarship selections, meeting student enrollment and transfer needs, and assisting and preparing for student graduation and recognition events. Further, a June 30 deadline would support having more complete information and reflection for that school year. From a purely practical point of view, finalizing the report for the proposed due date will help us give more of the necessary attention and care sought for this process.

The Executive Summary recommendations sections should receive input from Institutional Research prior to being finalized and submitted, if it recommends additional research and/or follow-up.

This can help avoid data/research requests that may be impractical or unnecessary.

Discontinue use of Curricunet

Curricunet is an outdated platform. Given current software and application technology, there must be other options that can found or designed that are more user-friendly and practical. Formatting, editing, and transferring to and from Word or other documents are problematic. It's a similar experience when trying to format and edit within Curricunet itself. Sessions are timed out and we have been unable to generate Word versions of program reviews for at least two months.

I. Executive Summary
Narrative
Program Evaluation
Commendations
Recommendations for Program Strengthening
Recommendations for Institutional Support