Program Review

Executive Summary

CalWorks

Fall 2019

Program Overview

The CalWORKs (California Work Opportunity and Responsibility to Kids) Program is part of California's plan to implement the federally mandated welfare-to-work program, TANF (Temporary Assistance to Needy Families).

Begun in 1997, the CalWORKS program at Santa Monica College is funded by grant monies from the State of California (which allocates federal funds) and the Los Angeles County Department of Public Social Services. Program eligibility and participant requirements are complex, arcane, and demand significant and frequent monitoring and record keeping. Differences between State and County mandates and record keeping requirements essentially require staff to develop complex, individualized programs and records for each student in the program.

SMC CalWORKs counselors assist students by providing case management services, assistance with educational planning, and referrals for any additional supportive services, both on and off campus. Counselors work closely with DPSS in coordinating services, ensuring students are receiving necessary supportive services for school, and tracking both program compliance and progress of those students enrolled in the program. Some CalWORKs students are also eligible to receive free or low-cost childcare while attending Santa Monica College. CalWorks funding also provides students with funding for books and supplies, a transportation allowance and referrals to external agencies that provide various support services (mental health, food insecurity, resources for housing, etc.).

As of Fall 2019, the funding for the program has been stable, but is subject to state and federal funding cuts and changes in the political landscape. The program reports to the Associate Dean of Special Programs, but has expressed the need for a dedicated project manager, a job developer. The childcare aspect had been managed by a long-time Child Care Services Director who retired in Spring 2019. That position has not been replaced and responsibility for coordinating childcare services and the CCAMPIS (Child Care Access Means Parents In School) grant has fallen to the Early Childhood Education department chair.

Program Evaluation

Population Trends

In 2018-2019, the CalWORKs Program served 149 students. Hispanic/Latinx students represented the largest proportion of CalWORKs Students (37%). Six years ago in 2013-2014, Black students represented the largest proportion of CalWORKs students. The change in demographics in the Program reflect the broader change in demographics in California and Los Angeles County where in recent years, increasingly more of the population identified as Hispanic/Latinx.

The CalWORKs population is predominantly female, representing over 80% of students served on average. However, in recent years, the percentage of male participants has steadily increased which reflects the increasing trend in the number of two-parent households in which both parents have been assigned to school as part of their welfare-to-work plan.

On average, CalWORKs students are older and enroll in fewer units than the overall college population. These demographic trends of the CalWORKs Program are indicative of its mission to serve parents who are participating in the county TANF Program and receiving public assistance.

Outcomes Assessment

The CalWORKs program assesses two counseling-related SLOs:

1) As a result of participating in a CalWORKs counseling session, students will articulate and prioritize the appropriate coursework needed for the subsequent term according to their welfare-to-work plan; and,
2) As a result of meeting with a CalWORKs counselor, students will understand the Math and English requirements to meet their educational goal.

CalWORKs counselors assess the SLOs during appropriate counseling sessions/appointments. Not all CalWORKs counseling sessions address the SLOs. The Program reviews the SLO results annually.

Other Evaluation

In addition to regularly assessing and analyzing outcomes data, the CalWORKs Program also tracks student counseling contacts, course success by ethnicity/race, and student satisfaction. Some highlights of the Program's data analyses and findings are included in the list below:

- The number of counseling contacts has significantly decreased over the last six years which is in line with the decrease in numbers of students served (from 225 in 2013-2014 to 149 in 2018-2019). The SMC data follow the statewide trend – overall, CalWORKs participation has decreased in recent years due to an improving state economy.
- CalWORKs students successfully complete their courses (grades C or better) at lower rates (61%) when compared to the college wide average (71%).
- CalWORKs students reported in their annual survey that they were satisfied with the program, and survey participants rated the quality of academic counseling as high.

Objectives and Response to Recommendations

The CalWORKs Program appropriately responded to the recommendations from the last six-year review, including collecting survey and other data (such as course success and SLOs). In addition, the review included an in-depth analyses and reflection of the program data trends. The CalWORKs Program indicated in their review that the course success rates of program participants were low when compared to the college-wide average, noting that racial equity gaps exist in terms of course success for Latinx and African American students. The conclusions from the data analyses and subsequent reflection, however, did not inform the three annual objectives for 2020-2021. All three objectives, improve work-study opportunities, increase staffing, increase engagement, were informed by other departmental factors and priorities.

Commendations

The CalWorks Program is commended for:

1. Working with the state and federal guidelines to provide counseling, employment advisement and childcare assistance to program participants.
2. Recognizing the challenges and obstacles facing participants and providing comprehensive support to the students in a variety of ways, including monies for textbooks and supplies, transportation allowance, childcare assistance, and other support services.
3. For passing all state, county and district audits without findings.

Recommendations for Program Strengthening

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

1. Look at ways to outreach to high schools.
2. Work with Gain/Country CalWorks programs to identify eligible participants.
3. Coordinate with Early Childhood/Education Department Chair to identify opportunities with the new Early Childhood lab school.

Program Review Chair   Date:_____

Vicki Drake

Program Review

Executive Summary

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies and Resources for Education (CARE)

Fall 2019

Program Overview

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies and Resources for Education (CARE) are state funded programs established in 1969. The programs offer educational and financial support to eligible participants who have historically experienced economic and educational disadvantages with the goal of encouraging the enrollment, retention, and educational goal completion rates among participants.

Specifically, the program provides counseling services (academic, transfer, financial aid, personal), referrals to both college and community organizations, priority registration, tutoring, workshops, fee waivers, text book vouchers, meal vouchers and access to a food pantry. The CARE program provides similar support to students who are single head of household with dependent children.

EOPS also houses personnel who support the DREAM program. This interdepartmental program, established in Spring 2018, supports undocumented students, including assistance in applying for California Dream Act funding and other financial aid.

The EOPS program meets with its Advisory Committee twice a year. Members include representatives from Santa Monica High School, UCLA, CSUN and various SMC organizations.

The programs are aware of the need to stay up-to-date with Guided Pathways, AB705 and other initiatives. A staff of 16 (both full- and part-time) support the program. Funding has been stable, but state budget cuts could affect the programs' operations.

Program Evaluation

Population Trends

Over the last six years, the EOPS/CARE Program served an average of 1015 students annually, ranging from 886 students in 2013-2014 (lowest participation) to 1186 in 2016-2017 (highest participation) in 2016-2017. In the most recent academic year (2018-2019), a total of 972 students participated in the EOPS/CARE Program. The recent decline in numbers of program participants since 2016-2017 mirrors the recent decline experienced college-wide during the same period.

In 2017-2018, Hispanic/Latinx students represented the largest proportion of EOPS students (68%), followed by White (12%), and Black (9%) students. When compared to the overall college population, Hispanic/Latinx students are overrepresented (college = 40%) in the EOPS Program by over 28%. Over the last six years, the percentage of EOPS students who identified as Hispanic/Latinx has outpaced the overall population growth for the group, growing from 60% in 2012-2013 to 68% in 2017-2018. During the same period, the Program saw a decline in participation among African American/Black students, from 14% in 2012-2013 to 9% in 2017-2018. The Program hypothesizes that the decline in participation among Black students may be due to the prominence of existing and implementation of new special programs such as Black Collegians and SMC Promise which offer similar benefits to the EOPS Program (textbook vouchers, dedicated counselors, etc.).

A large majority of EOPS students are female (approximately two-thirds), 24 years of age and younger (80%), and enrolled full-time (67-70%), and this populations have remained relatively stable over the last six years. Given that one of the requirements to participate in EOPS is full-time course load during the first semester of the program, the data suggest that EOPS is serving its target population.

Outcomes Assessment

The EOPS/CARE program assesses two counseling-related SLOs:

3) As a result of participating in an EOPS counseling session, students will articulate and prioritize the appropriate coursework needed for the subsequent term according to their stated educational goal; and,
4) As a result of meeting with an EOPS counselor, and using assessment and transcript evaluation results, students will identify their eligibility for, and the proper sequencing of Math and English requirements to meet their educational goal.

EOPS counselors assess the SLOs during the second half of the semester in real time based on their conversations with students during counseling appointments. The Program reviews the SLO results annually.

Other Evaluation

In addition to regularly assessing and analyzing outcomes data, the EOPS/CARE Program also monitors counseling appointments (numbers of counseling visits completed, numbers of students, and average numbers of visits per student), degrees/certificates, course success, student satisfaction, and effectiveness of the EOPS tutoring sessions. Some highlights of the Program's data analyses and findings are included in the list below:

- In 2017-2018, a total of 242 EOPS/CARE students received a degree or certificate, an increase of 142 when compared to 2012-2013. The improvement in degrees/certificates can be attributed to the Program's efforts in recent years to encourage students to pursue the new Associate Degrees for Transfer (ADT).
- Each spring semester, the Program administers an online survey of participants to assess student satisfaction with the program and gather input on how to improve their experience in the program. Overall, an overwhelmingly larger percentage of EOPS/CARE students report being satisfied with their experience.
- The number of EOPS students participating in tutoring for math and English has dramatically decreased over the last six years. Among EOPS students who did participate, tutored students did better in their English courses when compared to their counterparts (EOPS students, non-tutored), but worse in their math courses.

Objectives and Response to Recommendations

The program did not address recommendations from the last six year review in their report. However, when reviewing the recommendations from 2013-14, and comparing them to the 2019/20 report, it appears that the program has, in fact addressed all of the recommendations:

1. Review program evaluation metrics and consider distinguishing between SLOs, service unit outcomes, and program effectiveness measures.
2. Use available institutional data to measure outcomes achievement and program goals, where appropriate.
3. Where surveys are deemed the best tool develop strategies for ensuring a significant response rate.
4. Review current program target goals and determine the most meaningful targets and appropriate metrics for measuring.
5. When presenting longitudinal data, use numbers from Fall semesters.

The insights drawn from the Program's analyses of program data has directly informed the development of the next year's three annual objectives (for 2020-2021). The decline in EOPS/CARE student participants in recent years has informed the articulation of the first objective related to improving outreach and recruitment for the

program, including increased presence at high schools and onboarding high school students earlier into the program. The results of the tutoring data analyses has informed the identification of the second objective to revise and improve the EOPS tutoring services. The third objective (providing new counseling options) was informed by the counseling appointments data finding that students in the program was receiving counseling services outside of the EOPS Program. All three objectives have clear descriptions for how they will be assessed and measured.

Commendations

The EOPS/CARE program is commended for:

1. Writing a clear, easy read report.
2. Offering, continuously since 1969, a comprehensive program with support services for students.
3. Bringing the staff together annually for programmatic staff development.
4. Achieving a significant increase in degrees and certificates awarded for program participants over the last six years.
5. Promoting excellence in an educational environment that eliminates academic and social barriers, while celebrating diversity and student achievement.
6. Updating the SLOs to better reflect the needs and outcomes of the program.
7. Increasing student attainment of the ATD.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the EOPS/CARES program:

1. Find ways to coordinate with existing college resources (e.g., tutoring services).
2. Define engagement and satisfaction for their students so that they can better assess what needs to be improved in the program.

Recommendations for Institutional Support

1. Work with Career Services to explore paid internships for EOPS participants.

Program Review Chair_____   Date:_____
                              Vicki Drake

Program Review

Executive Summary

Financial Aid and Scholarships Office

Fall 2019

Program Overview

With its primary goal of helping students succeed in their academic endeavors, the Financial Aid office oversees 18 different aid programs funded through federal, state, institutional, and private sources and disperses more than $50,000,000 of financial aid to SMC students annually:

- Federal funding programs include the Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Work Study, Federal Direct Subsidized and Unsubsidized Stafford Loans, and Federal Direct Parent Loan programs.
- State funded programs include the Cal Grant B, Cal Grant C, California College Promise Grant (CCPG) A, B, C-*formerly named the Board of Governor Fee Waiver Program*, Chafee Grant, Student Success Completion Grant (SSCG) and CalWORKs Work Study programs.
- Santa Monica College funded programs include the SMC Emergency Loan, SMC Book Loan, Student-Help Employment and SMC Foundation Scholarship programs.
- The Financial Aid and Scholarship Office also administers outside scholarships and a limited number of private loans.

Program Evaluation

Population Trends

Students served by the Financial Aid office tend to be fairly consistent over time in terms of number of students and the demographic breakdown (gender and ethnicity) of students served. Latinx students tend to receive between 50 and 53 percent of available aid, and African American students receive between 7 and 12 percent of the available aid. The California Dream Act increased the number of students served by the office.

Outcomes Assessment

The Financial Aid Office assesses two Unit Outcomes:

1) Student will be awarded their financial aid package earlier.
2) Students will have their financial aid applications processed faster.

Implementation of the Banner software system has allowed the office to meet these unit outcomes on a consistent basis. Financial aid applications completed online have doubled and applications for and awards of scholarships has also increased substantially. The office meets and reviews system changes and updates on an ongoing basis and changes to improve systems are integrated into office policies and procedures.

Other Evaluation

The Financial Aid and Scholarship Office has experienced increased student demands, decline in staffing levels, major changes in leadership and two office moves in the last three years. Despite

these challenges, the office has met its primary continued to provide aid and resources to students as expeditiously as possible.

Objectives and Response to Recommendations

The Financial Aid Office completed its objectives for 2018-19, implementing the Banner Financial Aid software module, which has allowed the office to improve its services to students, and maintain a low rate of defaults on student loans.

The office has or is still working to address the recommendations made during the last six-year program review cycle. Recommendations that continue to be worked on include the staff training handbook (although the office recently hired a Banner consultant to help train staff), and development.

Commendations

The Financial Aid program is commended for:

1. Fostering commitment and dedication among the Financial Aid staff in reducing barriers to student success and ensuring that students get their financial aid in a timely manner.
2. Increasing the amount of financial aid issued to students as evidenced by the increase of BFAP money received from $134,000 in 2003 to more than $800,000 in 2019.
3. Ensuring that the College complies with the many state and federal regulations and reporting mechanisms.
4. Implementing an electronic scholarship application program to increase the number of students who apply for and secure scholarships.
5. Maintaining a cohort default rate well below the average Community College rate of 20.6% (SMC's was 9.7% in 2016).
6. Operating successfully despite several changes in leadership, increased student demand, increased complexity in reporting to federal and state agencies, and two office moves in three years.
7. Moving to a paperless office and financial aid process and adopting CampusLogic which will allow the operation to reduce paper use considerably.
8. Seeking to develop a formal evaluation process that includes asking students about their experience.
9. Using technology to address increased workload issues rather than asking for new staff.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Financial Aid program:

1. Ensure objectives are time-limited and focused on program improvement, not daily operations.
2. Consider the creation of a comprehensive financial aid orientation, either an interactive tool or an in-person orientation to increase financial aid visibility among students and special programs.
3. Expand informational sessions to help students understand financial planning and literacy, loan default, and how their academic performance affects their financial aid eligibility.

4. Consider whether to rename the office as "Financial Aid and Scholarship" as requested in the report.
5. Raise campus awareness (i.e., among students, faculty and staff) about various financial aid opportunities and options.

Program Review Chair_____   Date:_____

Vicki Drake

Program Review

Executive Summary

High School Programs

(Dual Enrollment and Young Collegians)

Fall 2019

Program Overview

High School Initiatives encompasses the Dual Enrollment Program and the Young Collegians Program. These programs are primarily geared toward high school students attending the Santa Monica Malibu Unified School District (SMMUSD). Although the college draws students from across the county, state, nation and even internationally, high school initiative programs have been limited, due to changes in state law, to serving students attending school within District boundaries, which in this case aligns with the Santa Monica Malibu Unified School District (SMMUSD). However, as mentioned below, two grant opportunities have allowed the college to expand the Dual Enrollment program.

The **Dual Enrollment Program** (DE) offers high school students an opportunity to take college-level courses at their high school. Although typically restricted (due to a Title 5 change in 2008) to serving only SMMUSD, the Dual Enrollment program has been working with the LA Hi-Tech grant for the past five years (Fall 2014-Spring 2019) and has been able to offer Dual Enrollment classes at Beverly Hills High School, Culver High School, Crenshaw High School, Palisades Charter High School and Venice High School in support of the career pathways that were developed through the grant. Moving forward, the program will support SMC's Strong Workforce Grant and our high school partners who have received the K-12 Strong Workforce Grant.

Another recent change (AB 288, enacted in 2015) allowed Dual Enrollment classes to take place during the school hours, limit the Dual Enrollment class to non-high school students and offer remedial courses at the high schools.

The **Young Collegians Program**, implemented in Summer 2008, was developed through collaboration between SMC and SMMUSD. The program's goal is to open up the world of college to students while they attend high school and offer Santa Monica and Malibu high school students, giving them the opportunity to obtain a high school diploma while accruing college units simultaneously. The Young Collegians participants attend concurrent enrollment classes at SMC for three summers and are given the opportunity to individually take additional classes in the fall and spring semesters. The aim of the program is for a Young Collegian to successfully complete at least 14 SMC college units by the time they graduate from high school.

These high school programs are supported by one director, a part-time counselor and a 50% administrative assistant. The report notes that if the programs' class offerings are expanded, additional staffing will be needed to help students get enrolled and additional counseling support will also be required.

Program Evaluation

Population Trends

The Dual Enrollment program served 5,549 students over the last five years. Most (55%) of the students are female. With the exception of white students, the ethnic representation of students is somewhat similar to the college's overall population: 44% of the students are white, 29% are Hispanic, 8% are Asian, and 7% are black; 5% declined to answer. The Dual Enrollment program also compares the participants from each school to that school's demographics to ensure that all student populations are being recruited and encouraged to participate. The overrepresentation of white students may be due to the fact that the overall population of the feeder high schools is predominantly white. The program is working to increase the diversity of the students in the program by reaching out to counselors at the source schools to encourage black and Latinx students to apply and participate.

Young Collegians has served 167 students since 2017 and the ethnic breakdown includes 17% black students, 71% Hispanic students, 2% Asian students, 5% white students and 5% multi-ethnic students. The program is geared to serve populations who have been underserved in higher education: low income, first-generation, racially minoritized, and English language learners.

SLO Evaluation

The **Dual Enrollment** program assesses the following Unit Outcome on an annual basis, using the class offering as a rubric:

1. In support of the SMMUSD/SMC collaborative, SMC will provide at least one college credit course at each high school in the SMMUSD during the fall and spring semesters.

The **Young Collegians** program assesses the following SLOs on an annual basis using observations of behavior, completed applications and surveys:

1. Upon completion of the Young Collegians program 80% of the student will attend a college or university.
2. After completing three summers of the student success workshops Young Collegians will be able to identify two universities they plan on applying to, name two careers that they want to explore further, and would have filled out a college application.

Other Evaluation Methods

The **Dual Enrollment** program also uses an exit questionnaire to assess the impact the classes have on students' career goals and their intent to enter college after high school. The questionnaire also provides feedback from students on the enrollment process and the classes the students took during the previous semester. This feedback is used to make adjustments to course offerings, enrollment processes and other aspects of the program. Additionally, the program staff review retention and success rates which have been quite high (an average 94% retention and 90% success over the last six years). These findings are discussed at departmental meetings to make program improvements.

The **Young Collegians** program continuously evaluates feedback gathered via an annual survey, one-on-one conversations with students and grade evaluations. The success and retention rates of students is 95% for both metrics and the program attributes this high rate to the continuous monitoring and support provided by the coordinators.

Objectives and Recommendations from last Program Review

Objectives from the last year include increasing college awareness of the Young Collegians program (in progress), increasing Dual Enrollment classes (in progress), and improving timely enrollment of Dual Enrollment students (in progress). All three are dependent on the actions of others but the programs are working toward achieving them.

The last Program Review recommendations centered on evaluation of the high school programs. Questionnaires and surveys have been developed and implemented and findings from the data analysis is used to make program improvements.

Commendations

The Young Collegians and Dual Enrollment programs are commended for:

1. Maintaining an excellent success and retention rates in both the Dual Enrollment Program and the Young Collegians.
2. Successfully overseeing audits for agreements between Dual Enrollment and College and Career Access Pathway with no findings for the past three years.
3. Aligning Young Collegians program with all five ILOs.
4. Maintaining excellent success, retention and, for Young Collegians, completion rates.
5. Finding a way to use the LA High Tech grant to overcome the Title 5 changes that would have otherwise precluded us from providing programs in local feeder high schools.
6. Maintaining effective relationships with administrators at SMMUSD and other districts.
7. Developing a program for the Young Collegians that gives them a well-rounded preparation for college work, including the development of critical thinking skills, technology and information literacy, and communication skills.
8. Serving, in the Young Collegians program, students who have traditionally been underserved or racially minoritized in postsecondary education.

Recommendations for Program Strengthening

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

1. Review recruitment policies to increase numbers of Young Collegians to ensure that it remains viable (the program served fewer than 170 students in the last three years which seems quite low).
2. Develop more achievable and measurable objectives for Young Collegians and Dual Enrollment and break up larger objectives into objectives that can be achieved in one year.
3. Consider reviewing/revising Program/Student Learning Outcomes for Dual Enrollment so that they better reflect the intent of the program.
4. In future reports, detail the program in terms of the data presented (e.g., specify the data for each school, include data regarding institutions to which participants transfer, the topics of special speakers, etc.)
5. Consider partnering opportunities with current service organizations like Adelante and Black Collegians and identify and incorporate, as applicable, the "best practices" and strategies used by these service organizations into the High School programs.

Recommendations for Institutional Support

1. Consider, via SMC's Government Relations Office and lobbyist, revisiting the changes in Title 5 that precluded SMC from offering dual enrollment in non-district high schools, given the Chancellor's focus on equity and ensuring students have opportunities.

Program Review Chair   Date:

Vicki Drake

Program Review

Executive Summary

International Education

Fall 2019

Program Overview

The International Education department provides a wide range of services to over 2,800 students in F-1 status who come from more than 110 countries around the world to attend Santa Monica College. The International Education Center (IEC) is responsible for services including international student outreach and recruitment, admissions, orientation, activities, and assisting students to maintain their F-1 status and comply with USCIS immigration regulations. The department also assists international students with housing information, insurance, and other support services such as banking and obtaining cell phones. The International Education counselors offer academic advising and counseling for new and continuing F-1 status students. Additionally, the IEC oversees the administration of SMC study abroad programs offered through the Global Citizenship Committee, and a not for credit Intensive English Program (IEP).

Another critical component of the IEC is Program Development: the strategic expansion and development of international partnerships, contracts, and academic and cultural programming. It leads to the creation of revenue-generating programs and international student enrollment and retention.

The program notes the need for fulltime international counseling support, especially in view of AB705 and pathways implementation. Other needs identified in the report include equipment (scanner) and software applications (specifically, a customer relations management app).

Program Evaluation

Population Trends

International Students: For many years, SMC has enjoyed sustained growth in its F-1 student population. However, increased competition and a political climate which is unfriendly, to say the least, to international students has resulted in declines in the college's F-1 Visa population over the last several years: 6.6% between 2015 and 2018. Travel bans, trade wars, and difficulties with securing visas have dissuaded students from coming to the United States. Also contributing to this decline is a decline in the number of college-aged adults in several countries, epidemics, and the "incountry" development of educational programs.

The largest group of F-1 students comes from Asia (China, South Korea, Japan, Indonesia), but has declined from it's peak of 56.5% in 2016 to 38.6% in 2018. The majority are 20 – 24 years of age, followed by 36.6 who are 19 or younger. More F-1 students are female (54.8).

Study Abroad: most students who participate in the Study Abroad program are White or Asian. African American students are underrepresented and the program indicates that they will actively recruit black students. Latinx students have been both over- and under-represented compared with the general SMC population, depending on the year of the program.

The Global Citizenship Committee is trying to make the Study Abroad programs more accessible to all student groups.

Outcomes Assessment

The International Education program assesses the following SLOs:

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.
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.
3. Students enrolled in Counseling 11 will be able to apply information and guidance offered through instruction to formulate a realistic educational plan.
4. Students enrolled in Counseling 11 will develop an understanding of the educational system in the U.S.

The program notes a steady rate of mastery in these SLOs. Counselors in the program meet regularly to review the data and use the analysis to make improvements in the program.

Other Evaluation

The program also uses degree and certificate attainment to assess the quality of the program and make improvements based on that analysis. Other statistics such as Student Visa counts, student contacts with counselors, and other measures are used to assess the program's quality and areas needing improvement.

Objectives and Response to Recommendations

The program had seven objectives last year. It was difficult to ascertain from the report whether these objectives had been met and the program is urged to reduce the number of objectives to a manageable level. Likewise, the program has proposed 13 new objectives. This is a burden that no program should bear and the IEC is urged to scale back the number of objectives proposed to a reasonable number.

The report notes that the program addressed recommendations made during the last six year cycle including identifying strategies to address periods of peak demand, using ISIS, QLess, and drop-off and email options for students to submit information. The program also addressed issues with student reinstatement and their website.

Commendations

The International Education program is commended for:

- Delivering Curricular Practical Training and Optional Practical Training.
- Analyzing trends that impact enrollment from SMC's largest recruitment countries.
- Assisting international students to achieve their goals at significantly higher rates than the general student population.
- Developing innovative and responsive Study Abroad Package Programs that fully embrace and support SMC initiatives such as International Student Services and Study Abroad.
- Effectively using data and student feedback to improve the program.
- Developing a student advisory committee to help guide program planning.
- Providing an array of helpful support resources for international students in terms of housing, counseling, etc.
- Providing a full array of student-centered counseling services.
- Supporting recruitment agents with communication vehicles like the newsletter, even when personal visits are not possible.
- Offering F-1 students details on accessing health care services while in the USA.
- Making constant program improvements such as updating the online orientation modules.

- Exposing international students to mass transportation options through off-site activities using the Big Blue Bus system and metro lines which demystifies the process for them, making it more likely that they will use mass transit in the future.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the International Education program:

1. Consider helping students identify housing possibilities that is easily accessible to public transit or a bike path so students don't lock themselves into a lease based solely on price without regard to the reality of their commute.
2. For the scanners requested in G.1.1 the program should consider requesting funding through the Information Services Committee tech funding process.
3. Contact the Sustainability Program for ideas for offsetting the carbon generated impacts of air travel impacts for staff and students.

Recommendations for Institutional Support

1. Consider a single customer relations management (CRM) application so that each service organization on campus that needs one doesn't have to acquire their own.

Program Review Chair⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯   Date:⎯⎯⎯⎯⎯⎯⎯⎯
                    Vicki Drake

Program Review

Executive Summary

Philosophy and Social Sciences Department

Spring 2020

Program Overview

The Department of Philosophy and Social Science is a multidisciplinary department, which includes the following five disciplines: Economics, Philosophy, Political Science, Sociology, and Women's and Gender Studies. The Department has both an academic and applied focus with a strong commitment to interdisciplinary study, experiential learning, and service to the larger community. Courses offered meet Associate Degree and transfer requirements. A significant number of courses meet the SMC global citizenship requirement, and the Department expanded the Global Citizenship requirement to include courses focused on Gender and Sexualities. The Department also provides leadership for the Public Policy Institute (PPI) and Law Pathways Project.

The Department offers a variety of Associate degrees in its various subdisciplines plus two Certificates of Achievement (Public Policy and Environmental Studies). The number of degrees conferred each year and for each type varies. The Department values interdisciplinary studies and is considering a departmental name change to this effect.

Other departmental goals include helping students understand concepts of justice and power, reducing equity gaps for marginalized students, engaging students in the community through applied learning, and imbuing critical thinking and writing skills across the Department's curriculum. The Department is also exploring new classroom technologies and improving engagement with students enrolled in online classes.

Several Chairs of Excellence awards have been granted to faculty over the years and the next one will be awarded in 2020/21. Chair of Excellence awards have supported the enhancement of students' reading and writing skills, creation of the Public Policy Institute and Program, conference attendance for Sociology students. and revisions to curriculum to make it "critical thinking rich" and align it with emergent innovations in educational research, learning analytics, and theories of course design.

The Department notes that it would like to experiment with using cameras to provide synchronous delivery of lectures, but this would cause (in non-COVID-19 environment) a dramatic and negative change in the way apportionment is calculated. Obviously, the current situation allows for this opportunity as the College grapples with the effects of the pandemic. The Department also expressed a desire for Apple laptop computers for instructors, but besides the limited funding resources for the current technology supported by the college, maintaining disparate computer platforms presents an additional infrastructure cost to maintain and support them. The Department also notes that they want to lower the class size because of the intensive writing and language components of its courses. Finally, they would like to ensure that Economics is always part of the Supplemental Instruction effort (it was and is currently, but this has not always been the case).

Program Evaluation

Students enrolled in the Philosophy and Social Sciences programs are somewhat dissimilar from that general college population:

- Females in Economics comprise only 37% of the enrolled students, compared with 51% for the College
- Enrollment of Black and Hispanic students in Philosophy and Social Science classes are lower than the general college population, while White and Asian students enroll in slightly higher rates, compared to the general college population. Sociology classes, however, have a higher percentage Hispanic and Black than the College as a whole which may be due to the discipline having two LatinX faculty members who actively mentor LatinX students, and the fulltime LatinX faculty member in Women's and Gender Studies.
- International students are slightly overrepresented as compared to the general college population in the Department's sub-disciplines; International students comprise 29.5% of the students enrolled in Economics.
- Far more students in the Department are fulltime (61.5%), compared to the College's entire population of fulltime students (38.2%) and more declare transfer as their educational goal (81% versus 73%).
- Four of the disciplines (Economics, Philosophy, Political Science, and Sociology) have a much higher percentage of online students (35%) than does the College as a whole (19%); 45% of the students in Economics are taking classes online, followed by 44% in Political Sciences, 34% in Sociology, and 22% in Philosophy.
- Students are less likely to have below-college-level skills (14% for the Department, 21% for the College. However, to address the writing assignments required in the Department's classes, they developed a writing course (Philosophy 8).

The Department expressed concern about the students who fail to succeed in their classes and are implementing several strategies to address this: increasing relevance for students through discussions of career opportunities; applied experiential learning, the Sociology Coaching project; varying scheduling patterns, and examining the relative success rates of on-line versus on-ground students.

Examples of other improvements to address student success include working with the SMCPD to make the learning environment safer, working with special programs (Adelante and Black Collegians), using the Equity Syllabi, participating in the Equity Task Force and other groups, and emphasizing and supporting the development of students' writing skills.

Outcomes Assessment

The disciplines of Economics, Philosophy, Sociology, and Women's and Gender Studies assess and analyze all three of their course SLOs every semester: academic behaviors, content learned, and critical thinking. Discussions are regularly had at both the discipline and departmental level. Several department-level program review meetings were largely devoted to these data. Overall, students show marked success in achieving the stated outcomes.

Other Evaluation

The Department examines Equity data in a very deep and meaningful way, further underscoring their commitment to reducing equity gaps for its racially marginalized students. The Department notes that

equity gaps are greater in online sections, but in Economics, the gap is larger for on-ground students. This bears further investigation.

The Department also actively assesses the success rate of students, and comparisons of retention, GPA levels and course success between students enrolled in on-ground and online sections.

COVID-19 Assessment

The Department was one of three who met after the "Shelter in Place" order was given and the College moved its entire instructional program online. Below is a summary of the discussion of impacts experienced by the Department.

- Instructors who already taught online were, naturally, best prepared to go entirely remote. But even those with online experience have struggled to move what were on-ground classes to online due to students' lack of technology and/or internet connections, the additional workload that online instruction requires, and the issue of whether classes should be synchronous (lectures given at the time when the classes were scheduled on-ground anyway) or asynchronously (recorded for viewing later). They are conducting weekly department meetings to discuss this and other issues presented by the new distant modality of instruction.
- There is great disparity between what the students are receiving, between those aware of technological tools and other resources that add to the depth of a course taught remotely versus someone who is simply lecturing to a class and not using any additional tools.
- The Department reports feeling disconnected with where the College is headed, vis a vis its mission. They requested more guidance.
- Scholars classes are reporting less attrition than non-Scholars classes.

Objectives and Response to Recommendations

In its 2019 Annual Review, the Department outlined three objectives for 2019 – 2020 academic year: Revitalizing Online Offerings, Constructing Equity Syllabi and a Social Justice Statement for the Department, and continuing Coaching and Tutorial Programs. All of these are in progress, being addressed regularly at both department and discipline meetings. The Department is working on its online courses, has held department meetings on constructing an Equity Syllabi and has had two department meetings to look at the creation of a common Social Justice statement which may have to be developed at the discipline level if the department cannot settle on a common statement.

The Department has addressed or continues to address recommendations from the last six-year program review:

- The Department has developed strategies including workshops and course work to address students' writing skills and language skills preparation for coursework.
- The Department evaluated the You+1 coaching in terms of scalability and its effect on closing equity gaps. While the pilot was not further funded, the College has pursued ongoing equity efforts to institutionalized non-cognitive skills in classes and student services collegewide.
- The Department's commitment to service learning has been demonstrated in a number of disciplines. The Applied Learning Center was created to support participants and develop experiential learning in the Department's disciplines.

Commendations

The Philosophy and Social Sciences Department is commended for:

1. Addressing questions of justice and power, helping students understand and respond to issues that impact society, and providing real world problems that help marginalized, minoritized students engage with what they are learning in class.
2. Demonstrating an interdisciplinary commitment between Economics and Philosophy.
3. Improving their online offerings.
4. Integrating course SLOs with the College's mission and supporting goals.
5. Developing courses that respond to student need (e.g., Introduction to LGBTQ Studies and a writing course (Philosophy 8) designed to enhance the success of students who need this support.
6. Training faculty to help students identify support services needed and use the Maxient Report system.
7. Devoting time during departmental meetings to discuss ways to reduce equity gaps.
8. Engaging the community through the Public Policy Institute's forums.
9. Developing applied Service Learning partnerships which include students working with children in public libraries, organizing a voter registration drive, and studying the homeless population and developing programs to serve them.
10. Showcasing a commitment to social justice by publishing the bold claim, "There is no department, program, or unit on campus that is centrally and solely concerned with the questions of justice and power as is the Department of Philosophy and Social Science."
11. Working to increase student motivation, retention, and achievement through constant review and discussion of new pedagogies.
12. Recognizing that the English and ESL Departments cannot carry alone the burden of a huge, and growing, population of under-prepared students and taking measures to support these students in their department course offerings.
13. Producing more campus leaders than any other department.
14. Creating the Law Pathway and developing outside institutional partners such as UCLA, Berkeley, etc.
15. Create objectives that are truly measurable, doable within a year, based on assessment data (areas that they'd like to change in specific, measurable ways).
16. Reconsider the use of Proctorio or define limits in its use due to equity issues presented by the limitations of students' access to adequate technology/internet, their home environments and societal implications.

Recommendations for Program Strengthening

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

1. Consider working with other "writing intensive" departments such as History to "scale up" departmental student support initiatives such as the workshops mentioned in the report.
2. Consider how models such as English 1 + 28 might be applied to the Department's curriculum.
3. Continue to examine why women are experiencing more difficulty with online classes while men are experiencing more difficulty in on-ground classes.
4. Investigate, more deeply, those sub-disciplines where success seems contrary compared to state/collegewide data (e.g., minoritized students in Economics and Philosophy have higher success rates compared to their on-ground counterparts).

Recommendations for Institutional Support

4. Address how Supplemental Instruction resources are assigned to various departments (e.g., some departments get no S/I support for their classes and perhaps this needs to be re-evaluated in light of the goals to close equity gaps, implementation of AB705, and the development of Guided Pathways).

Program Review Chair_____   Date:_____

Vicki Drake

Program Review
Executive Summary
Physical Science Department
Spring 2020

Program Overview

The Physical Sciences Department at SMC houses three distinct disciplines: Chemistry, Physics, and Engineering. More than 90% of the students enrolled in the Department's courses are preparing to transfer or enter professional programs. The Department has developed a wide variety of courses to meet the needs of various student populations and their myriad goals including courses designed for nonscience majors, introductory courses designed for STEM majors, and subject-specific courses designed for specific STEM majors such as allied health, engineering, bio-chemistry.

In addition to preparing students to transfer or enter allied health and other professional programs, the Department's Engineering discipline was recently (2019) authorized by the Chancellor's Office to offer an Associate of Science degree and Certificate of Achievement in Engineering and a Certificate of Achievement in Introduction to Engineering.

The Department participates in several grant initiatives including the Science and Research Initiative program which is designed to recruit and support STEM majors, especially those from student populations who have traditionally been underserved in STEM, a NASA curriculum development grant (MUREP), and a partnership with UCLA that leverages funding from a variety of funding agencies. Faculty have also been awarded SMC Foundation Circle Award for Innovation (to develop a Forum on Cultural Diversity in the Sciences) and a Chair of Excellence (to develop an Engineering Makerspace).

The Department has clearly defined program goals that are tied to the College's Institutional Learning Outcomes (ILOs). The Department has developed a number of introductory and other support courses designed to address the various needs of its students and to improve their success rates. Faculty have actively worked to identify and address how to close equity gaps for LatinX and African American students.

The Department notes needs in the area of facilities issues (temperature, ventilation, fume hoods, negative pressure, ceiling tiles), safety training for faculty and staff, inadequacy of personnel levels (fulltime faculty, lab technician and administrative support), the replacement of aging equipment, and the need to retrofit labs once the new building is open. Given the cataclysmic effects of the COVID-19 crisis on the state's budget, the Department will need to be cognizant that the District will be greatly challenged, more so than ever, to resolve these needs.

Program Evaluation

Population Trends

Over the last six years, student enrollment in the Department has increased by about five percent, due, in part, to the efforts of the SRI program to recruit students, and changes in the K-12 STEM standards which help to steer students into STEM majors. Far more students are fulltime (50%) compared to collegewide data (22%).

The Department notes that there is a discrepancy in the number of students reported as "basic skills." While the number was listed as three percent in the Department's last six-year report, Institutional Research indicates that the percentage is closer to 20% due to how students with lower than college-level skills are counted. Recent changes in legislation have reduced the number significantly, but the Department is aware that the math skills required for successful completion of their courses have not changed and is taking steps to address as many of the courses do not have math prerequisites or have prerequisites that are lower than college-level. The success rate for students with math skills below college level is lower than those students with college-level math skills.

Since 2013, the Department has seen a decline of among its international students (as has the College), but there has been a dramatic increase in the enrollment of LatinX (22%) and African American (25%) students served by the program. Conversely, there has been a six percent drop in Asian/Pacific Islander student enrollment; despite this drop, Asian/Pacific Islander students make up about 20% of the student population in Physical Science, compared with 12.2% for the College as a whole.

The report noted two significant population trends:

- Chemistry 19, which is geared to pre-nursing and other allied health students, has grown by 89% over the last six years, while Organic Chemistry series (Chem 21, 22 and 24) and Chemistry 31 have experienced declines.
- Engineering has seen a notable increase in enrollment (up 121%) and now offers four additional courses (up from two).

Outcomes Assessment

SLOs are developed for each subdiscipline that comprises the Physical Science department and are based on the skills students need to be competent scientists. All instructors teaching the same course use the same SLO assessment tool. Instructors inform students about the importance of mastering the skills, and infuse their courses with repeated examples of applications of these skills.

COVID-19 Assessment

During the meeting with the Program Review Committee, the Department answered questions (not included in the report) on how the COVID-19 crisis (and sudden move to "remote learning") affected its instructional program, and how the institution might support the Department and its students.

The Department notes that lectures are more or less transferrable to the delivery via Zoom and Canvas, but labs are a challenge. There is an expectation that students will develop skills which require hands on experiences. A number of lab demonstrations were filmed as YouTube videos, where students analyze the data that result from the demonstrated experiment. The College procured "Labster," a software simulation product, but it doesn't have the features needed by the Department. Students who transfer to UC and CSU will undoubtedly need some form of remedial work when in-person classes are again available because while they'll gain knowledge, they won't have the technical skills gained by in-person use of laboratory equipment and supplies, and the actual performance of the lab experiments. The Department expressed interest in talking with UC and CSU faculty about how these systems are addressing laboratory skills development in an remote environment.

In Engineering, the ratio of students is 1:4 and they have created exercises that students can perform at home so the effect of not having on-campus, in-person laboratory experience is not quite as severe.

Objectives and Response to Recommendations from the Previous Six-Year Program Review Report

The Department notes that its 2018-19 objective to assess explore a self-placement regime for Chem 11 is on hold due to the uncertainty of the potential impact of AB705. The current challenge exam's validity is in question because of the potential disproportionate impact on LatinX and African American students. Faculty are discussing this in departmental meetings and are developing ways to inform students about the level of preparedness for Chem 11 should they skip Chem 10.

The other objective (to review chemistry lab safety and cleanliness guidelines) is being addressed. Standards of inspection and cleanliness are posted in all labs. The College's recently hired Director of Safety and Risk Management is working with department staff to inspect labs and the stockroom, then working to resolve noted issues. This inspection will take place annually.

The Department has addressed the five recommendations made during the previous Six Year Program Review report. Specifically, it has:

- Created a new course, Physics 20, meant to prepare students to better succeed in calculus-based Physics, Physics 8 and Physics 21. (Recommendation 1)
- Created Chem 19, a General, Organic, and Biochemistry course to specifically meet the needs of our pre-Nursing and pre-Allied Health students. (Recommendation 2)
- Increased the weekly contact hours in Physics 8 and 9 to allow faculty sufficient time to cover the mandatory topics in those courses. (Recommendation 3)
- Developed an annual chemical inspection procedure, a process to remove unused chemicals from the chemical storage area, and a systematic method of labeling chemicals placed in secondary containers during student labs; discussed the need to update the College's Chemical Hygiene Plan and to identify areas where SOPs are required, and then to develop those SOPs.(Recommendation 4)
- Hired a new fulltime faculty member and three adjunct faculty in Engineering, resulting in a doubling of enrollment (up 121%). (Recommendation 5)

Commendations

The Physical Science Department is commended for:

1. Writing a clear, concise report that provided demographic data for the Physical Science Department students and substantial and thoughtful analyses of the data.
2. Informing students about the importance of mastering specific skills by listing them in class syllabi, as well as infusing repeated examples of applications of these skills throughout the course.
3. Responding to students' needs and academic goals, developing new courses and improving existing courses to better prepare students for the more rigorous courses needed for success, degree/certificate completion and transfer. Examples of these modifications include:
   - Developing four new Engineering courses in response to the increased demand for Engineering at SMC.
   - Developing a Chem 10 Bootcamp program in Spring 2015 to provide students with additional help during the semester (Fall or Spring) that students are enrolled in Chem 10 as one means of closing equity gaps.
   - Addressing the equity gap in the Chem 11/12 program by refocusing in-class time to incorporate more student-centered activities.
   - Developing the Chem 31 course for nursing and allied health workers.
   - Developing the Physics 20 to prepare students for rigorous calculus-based courses.

- Developing Chemistry 9 to address the needs of nonscience majors who need to fulfill their general education science requirement.
- Developing the Science 10 course, to prepare STEM students to work as summer undergraduate researchers at UCLA.

4. Creating, after noting the discrepancy in curriculum content between full-time and part-time instructors, the Chem 10 Faculty Handbook.
5. Incorporating the use of OpenStax Chemistry, an Open Educational Resource (OER) material that helps reduce the cost of textbooks to students.
6. Ensuring that department faculty and staff clearly understand the varying academic interests of its student population (e.g., STEM majors, students pursuing academic and career goals in clinical and allied health, students seeking to meet breadth requirements).
7. Participating in a variety of methods to close equity gaps (for example, faculty participating in the Men of Color Certification program, collaborating with Black Collegians, and prioritizing closing equity gaps in departmental hiring processes).
8. Addressing safety concerns, in coordination with the College's Safety Officer, through the Chemical Hygiene plan, revising lab procedures and training.

Recommendations for Program Strengthening

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

1. Begin thinking about the new building: what will be needed in terms of support equipment, additional support staff, etc.
2. Begin thinking about renovations will be necessary to the existing science building once the program moves into the expanded space (e.g., renovating labs to increase the number of sections Chem 10 offered).
3. Address the equity gap documented on page 25 for Physics 6 & 7, by developing a preparatory course focusing on the application of math in physics.
4. Address the specific help needed by the pre-Allied Health students enrolled in Chem 19 and think in general about the prerequisites for math given the changes to curriculum brought about by the College's response to AB705.
5. Ensure that faculty access @One training to improve their online pedagogy.
6. Consider having faculty take the safety training as part of a department meeting to address those who won't take the short training session without some kind of compensation.
7. Consider working with the College's Outreach and Dual Enrollment programs to explore partnerships based the new K12 standards for STEM as a means for bolstering enrollment.

Recommendations for Institutional Support

1. Fix the gas leak in Science 332 and the problems with fume hoods (mentioned on page 45 of the report) and address, once and for all, the falling ceiling tiles.
2. Investigate providing night proctoring for DSPS students. (Overarching request)
3. Begin planning now for the retrofitting needed in existing, aging chemistry labs once the new Science and Math building is completed.
4. Provide a feedback system from Facilities/O&M for work order requests. (Overarching request)
5. Find ways to fund the safety training of lab techs ($600).

Program Review Chair_____   Date:_____
                        Vicki Drake

Program Review

Executive Summary

Scholars Program

Fall 2019

Program Overview

The Scholars Program was originally created in 1985 through a partnership with UCLA known as the Transfer Alliance Program (TAP). For over thirty years, the Scholars Program has assisted students to realize their transfer goals by helping them develop skills needed to succeed in college and nurturing in them a lifetime commitment to learning. The program challenges and supports students in achieving their educational goals by offering students individual counseling, tutoring, transfer workshops and new student orientations. Students are enrolled in specific courses with limited enrollment (25), designed by faculty to incorporate rigorous writing and research assignments. Students also receive services including specialized academic counseling, priority enrollment, assistance with applications to four year institutions, and library privileges at UCLA and UCI.

Eligibility and admission into the Scholars Program is determined through an application process with minimum requirements established through the partnership with UCLA. Space in the Scholars Program is not capped and students are not competing against each other to gain admission. Students learn about the program through a series of outreach and in-reach efforts including orientations, workshops, summer bridge programs, communication with area high school counselors, referral forms, cross referencing lists with other college programs (e.g., STEM, Black Collegians, and Adelante) and other methods. The program makes a concerted effort to enroll racially and ethnically marginalized and non-traditional students.

The original program was developed between SMC and UCLA's College of Letters and Science. TAP certified students are granted priority consideration in the admissions process when they apply to UCLA and can be reviewed for an alternate major in the event they are not deemed admissible for their first choice major. Although the TAP agreement is not a guaranteed admissions agreement, SMC's Scholars Program has maintained an admissions rate of approximately 90% for many years.

In support of SMC's mission to provide open and affordable access to university study for all students, this program participates in partnerships with other colleges and universities (in addition to UCLA) to facilitate access to baccalaureate and higher degrees.

The program is funded primarily with district funds but also has received what is now known as SEAP funding for some of its counseling support. The program is staffed with a fulltime counselor as leader, a part-time faculty leader and a part-time student services clerk. The program notes that the lack of fulltime clerical support is a challenge. The program also notes that level of effort expended to support the college's various initiatives challenges the program's faculty and staff to adequately address program goals and activities.

Program Evaluation

Population Trends

Over the last six years, the Scholars Program served an average of 1098 unique students each fall term, ranging from 883 in Fall 2014 (lowest participation) to 1191 in Fall 2016 (highest participation). In the most recent year with available data (Fall 2017), the Scholars Program served 1186 unique students. The numbers of students served has remained relatively stable since Fall 2012.

As part of the program's mission to "encourage participation of historically under-represented students", the Scholar Program regularly monitors the demographic breakdown of program participants, including ethnicity/race and first-generation college status.

In Fall 2017, 26% of Scholars Program students identified as Hispanic/Latinx and 4% identified as Black or African American. The data suggest that when compared to the overall college population who report a transfer goal in Fall 2017, these two groups are underrepresented, as Latinx and Black students represent 45% and 9% of the transfer-intended student population during the same semester. While the Latinx Scholars Program population has remained relatively stable over the last six years, the Black Scholars student population has improved slightly from 3.3% in Fall 2012 to 4.0% in Fall 2017.

The Scholars Program also seeks to serve first-generation college students (defined as no parent having completed a bachelor's or higher degree). In Fall 2017, 63% of Scholars Program students were first-generation students, a decrease of 7% when compared to Fall 2012 (70%). While the percentage of Scholars students who are first-generation has decreased, the program is still serving a larger percentage of first-generation students when compared to the overall college population of transfer-intended students (51%).

Notably, disproportionately more Scholars Program students are enrolled full-time (12 or more units) when compared to the overall college population of transfer-intended students. In Fall 2017, 73% of Scholars students were enrolled full-time, and the figure has remained relatively stable over the last six years. In comparison, disproportionately fewer, 44%, of all credit students with a transfer goal were enrolled full-time. The Scholars Program cites in their review that this data insight aligns with the program goals as the program "attracts a very motivated and goal-driven student, taking daytime, on-ground courses towards transfer (p. 10)."

Outcomes Assessment

Traditionally, the Scholars Program assessed student learning outcomes (SLOs) to measure the effectiveness of their program. However, in recent years, the Program transitioned to identifying and assessing unit outcomes (UOs) which better suited program planning needs. The Scholars Program assesses four UOs:

- UO#1: The Scholars Program will provide students who obtain TAP certifications and who transfer with the institutional knowledge and academic skills they need to succeed in a university setting.
- UO#2: The Scholars Program will ensure its faculty understands the history and purpose of the program, that is knows who the students in the program are, and know what support and collaborative opportunities are available to them.
- UO#3: The Scholars Program will successfully transfer TAP certified schools to UCLA. Success will be determined by an admit target rate of 80% or higher.
- UO#4: The Scholars Program will evidence efforts to encourage participation of historically underrepresented and marginalized student populations.

The Program uses various methods to assess the four UOs, including surveys and admissions data disaggregated by race/ethnicity. The Program regular monitors performance on the UOs and revises

and implements new strategies based on outcomes data findings. For example, the findings from a faculty survey (UO#2) inform the types of professional development and training offered to those who teach in the Program.

Other Evaluation

In addition to UOs, the Scholars Program regularly monitors its effectiveness by reviewing program admissions, counseling visits, course success, course fill rates, cohort persistence, degree completion, and transfer admissions (how many TAP certified, how many applied, accepted, enrolled) data. The Program cites in their review that these data metrics help them ensure high quality services and continuing success and achievement of its students.

Objectives and Response to Recommendations

The Program thoroughly responded to each of the Program Review Committee recommendations from its last comprehensive review in 2013. For example, the Program articulated new, more relevant outcomes statements, developed assessment tools, and collected and analyzed outcomes data findings – all in response to the recommendation that the Program develop outcomes assessment tools. Another example includes the development and implementation of a professional development series and orientation for faculty who teach Scholars section in response to a recommendation to "encourage Scholars faculty to share successful teaching strategies".

Of the four annual objectives identified in the previous year's review (2018-2019), the status of all four are "ongoing", and the Scholars Program is actively working towards completing them. For the subsequent year (2020-2021), the Scholars Program has identified two additional objectives: 1) implement Scholars-specific Counseling 12 sections to increase career and major exploration opportunities for students, and 2) develop and implement a new research experience class for Scholars students. Both objectives were in response to the broader college efforts related to redesign/Guided Pathways, and the Program includes a discussion of how each objective will be assessed.

Commendations

The Scholars Program is commended for:

1. Exemplifying, for over 30 years, SMC's mission and position as a leading transfer institution in the country.
2. Certifying more students than any other California Community College TAP-related program.
3. Achieving the highest state level of certified students admitted to UCLA.
4. Developing a means for Scholars students to secure their AA degree in a way that meets their goals.
5. Increasing the number of students in the program while maintaining the same acceptance rate of its students to UCLA.
6. Creating the Sharer Scholarship, which awarded, to nine Scholars Program students, all of their unmet need at their transfer university, enabling these students to complete their undergraduate studies debt-free.
7. Serving as a longstanding and prominent member of the UCLA TAP Advisory Committee which includes leaders from UCLA and other community colleges in the TAP consortium.

8. Supporting and challenging students to achieve their educational goals through individual counseling sessions, tutoring, transfer workshops, etc.

9. Using the concept of smaller class sizes to promote a more rigorous coursework in preparing students for transfer; and incorporating research, writing, and critical thinking skills into the smaller classes to promote mastery of subject matter.

Recommendations for Program Strengthening

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

1. Develop specific outreach strategies to increase the recruitment, focusing on recruiting students of color.

2. Create inviting bulletins welcoming all students to learn more about the program and its eligibility requirements.

3. Consider rebranding the program to distinguish it from other student services programs such as the Honors Society and in such a way as to encourage students, who might otherwise not feel they were eligible, to apply.

4. Share, as appropriate, successful strategies employed in Scholars classes (e.g., writing and research assignments) that could be employed to increase all students prepare for successful transfer to four year institutions.

5. Participate in program redesign efforts to ensure that the Scholars Program affords opportunities for students of color to participate fully in the program.

Recommendations for Institutional Support

5. Reestablish or establish new relationships between SMC Senior Level Administrators with UCLA to facilitate the success of interagency efforts such as Scholars Program.

Program Review Chair_____   Date:_____
                                    Vicki Drake

Program Review

Executive Summary

TRIO Upward Bound Program

Fall 2019

Program Overview

Upward Bound is a federally funded program through the US Department of Education's (one of the "TRIO" programs) that targets low-income high school students who are potential first-generation college students with the objective of providing multiple support tools and experiences necessary for participants to complete a program of secondary education and to enter and succeed in a program of postsecondary education. Originally funded in 2007, the program is currently in its third 5-year funding cycle (2017 – 2022), and the college expects to apply for continued funding in 2022.

The grant currently is funded at $287,537 per year and supports all staff positions. The program is slated to serve 60 high school students, two-thirds of whom must be both low-income and first-generation high school students (grades 9 – 12). Currently the program has 43 students and they are actively recruiting 17 more students. The program has three target high schools, all of which are part of LAUSD: Venice High School, Alliance William & Carol Ouchi Charter High School, and Maya Angelou Community High School. Crenshaw High School was another target school but in 2013, they restructured and lost significant enrollment. The enrollment drop and the fact that six Upward Bound programs were recruiting students from Crenshaw made it difficult to find enough eligible students so the program dropped Crenshaw from its target high schools and added Ouchi as an official target high school in 2017.

Program staff deliver services and activities to participants both at the high school during school hours and at the college through a variety of weekend and summer activities. Support includes counseling, academic advising, instruction in prescribed core curriculum, tutoring, career information and cultural awareness. The program also offers programming to engage participant parents.

The program reports that it would like access to a computer lab for its Saturday Academy and the summer program, and a permanent network account assigned to TRIO Upward Bound for use by our students in campus computer labs. Access to computer labs should be doable given that the program functions on the weekends and during the summer when demand is lower.

Program Evaluation

Population Trends

In 2018-19, the full complement of 60 students participated. At that time, the vast majority of participants were Hispanic (83%), followed by African American (17%) and there was one Filipina student. The majority of students at that time were female (70%), and more than half came from Alliance William & Carol Ouchi High School.

Longitudinal data reflect similar majorities: over six years, the program served 181 students from four target high schools. Females comprised 64% of the population and most participants (78%) were Hispanic.

The program staff report that the higher number of female participants is because female students tend to enter the program as groups of friends. The program would also like to address the unevenness of the ethnic representation of the program and will be looking at adding additional target schools with larger African American populations.

Outcomes Assessment

The program assesses student mastery of three SLOs:

1. As a result of Upward Bound, participants will recognize the connection between good high school preparation and adequate readiness for Post -Secondary Education.
2. As a result of Upward Bound, participants will compile a College Binder representing the application of college information learned.
3. As a result of Upward Bound, participants will conclude that persistence and perseverance are crucial in the attainment of their academic, career and life goals.

The report did not detail how these SLOs are assessed or how those assessments were used to improve the program.

Other Evaluation

As a federally funded grant program, the Upward Bound program must report on its objectives to the government via the Annual Performance Reports. This data will be used to calculate the program's "prior experience" points for the next funding competition cycle.

Additional evaluation methods include student assessments, reflections and questionnaires that solicit opinions and comments from the students at the end of each academic year, end of summer program and after education/cultural field trips.

Participants are tracked for six years after they graduate from high school. The staff does what it can to collect data using a clearing house, but because not all four-year institutions use the clearing house, data is difficult to collect and report.

Objectives and Response to Recommendations

The program tracks the same objectives that are in the grant. Progress toward achieving those objectives are ongoing as the program continually has new students in the cohort served.

The program has responded to the four recommendations made during the last program review cycle including using technology tools to assess the program, holding parent meetings and events, partnering with other college programs, and maximizing student recruitment.

Commendations

The Upward Bound program is commended for:

1. Developing and utilizing a robust student survey and college visit worksheets.
2. Inviting Dr. Rebekah Cordaro to discuss chemistry and climate change.
3. For taking students on college visit and cultural field trips.
4. For successfully receiving three five-year grant awards for the program with the first grant beginning in 2007 and the most recent running through 2022.
5. For creating a learning environment that challenges and supports students in achieving their educational goals.

6. For providing assistance to students in completing their college applications.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Upward Bound program:

1. Work with Institutional Research to develop Unit Outcomes rather than Student Learning Outcomes and develop meaningful assessment practices that lead to program improvements.
2. Include, in future annual and six-year program review reports, actual longitudinal data regarding the postsecondary institutions attended by the participants and other tangible outcomes.
3. Consider, in the follow-on application cycle, including target schools that could contribute a more diverse participant population.
4. Ensure that the program has access to a computer lab for Saturday Academy and the summer program by making reservations through the EMS system.
5. Work with IT to develop a permanent network account assigned to TRIO Upward Bound for use by our students in campus computer labs.
6. Ensure that parents are encouraged to attend "parent night" events, perhaps by providing food, childcare and other enticements.

Program Review Chair   Date:

                     Vicki Drake