Program Review

Annual Summary Report submitted to DPAC

July 2019

Contents

Program Review Committee Report 2018/2019
Introduction

Program Review is the process through which Santa Monica College ensures that every program, department, administrative and support unit engages in ongoing self-evaluation thereby directly supporting the College Mission as a measure of institutional effectiveness through the lens of each program. The review process is structured with specific prompts to which programs must respond, including demonstrating how program goals and functions support and align with the institutional mission.

Programs must analyze data (provided by Institutional Research or other sources) to support assertions of program effectiveness and identify areas of improvement. Institutional Research provides a common dataset to instructional programs, works with student and instructional support programs to collect and analyze effectiveness data, and assists administrative programs to report on outcomes assessments and describe any program response to the results. Department Chairs also have access to Tableau – a software program that provides assistance in data analysis by generating reports which can be used in preparing six-year program reviews.

The program review process and the documentation it provides is a resource for institutional planning, decision-making, and resource allocation. Through identification of overarching trends and needs noted in the Program Review Annual Planning Summary of all programs, the process contributes to framing institutional discussion around institutional effectiveness and goal setting for student learning and achievement.

The Program Review Annual Planning Summary, unlike more targeted reports such as the Technology or Facilities plans generated by other institutional planning bodies, presents an institutional overview identifying overarching trends and needs, contributing to an integrated planning process. To provide the most current information, the report covers a *calendar year* rather than an academic year. Thus, this report includes reviews submitted during the calendar year 2018 (Spring and Fall).

Committee Membership

Chair: Vicki Drake, Faculty, Earth Science
Vice Chair: Erica LeBlanc, Administrator, Academic Affairs

Faculty:

Stephanie Amerian, History
Lesley Kawaguchi, History
Steve Hunt, Library
Teresa Garcia, Scholars
Alaisen Reed, CSIS

Administrators

Laurie McQuay-Peninger, Grants
Patricia Burson, Library

Ferris Kawar, Sustainability

Resources/Interested Parties

Christopher Gibson, Institutional Research
Brenda Antrim, Library
Nate Donahue, Art History

Programs Reviewed and Reports Accepted Spring 2018 and Fall 2018.

The following programs submitted a six-year program review report in either Spring 2018 or Fall 2018. All were accepted by a unanimous vote of the committee:

Spring 2018
- STEM
- Design Technology (including the IxD Program)
- Health Science: Nursing and Respiratory Therapy
- Art and Art History
- Photography/Fashion

Fall 2018
- Latino Center/Adelante
- Events and Facilities Scheduling
- Ombuds

2018 Recommendations for Institutional Support for Specific Programs
The following Recommendations for Institutional Support for Specific Programs were generated, discussed, and accepted by the Program Review Committee by a unanimous vote.

STEM:
- The institution needs to consider the operational costs of engineering related facilities (equipment maintenance and upgrades, staffing, etc.) when expanding the Engineering curriculum to ensure that the FTES generation supports its expansion.

- The institution needs to address how it will support the maker space (materials, equipment and staffing) when it comes online and ensure that the facility is open to multiple disciplines.

- The Institution needs to address how it will institutionalize the STEM program to sustain the improvements in STEM-related instructional programs and the success of the students involved in the program.

Design Technology:
- Explore, with the Information Technology Department, methods for providing remote access to students.

- Take into consideration during planning the sustainability of externally funded program and, in the case of Design Technology, consider how to continue funding IxD Project Manager when state funding ends.

- Ensure that Design Programs are included in the technology refresh plan to ensure continued maintenance and upgrades.

Health Science – Nursing
- Review and revise, if necessary, the current schedule for cleaning the classrooms and shared workspaces in Bundy.

- Support the Nursing Program's efforts to digitize required documentation, which will include investigating most efficient and cost-effective methods.

- Support, as possible, the program's investigation of simulation experiences to offset declining availability of clinical placements for students.

- Improve custodial services at Bundy and other off-campus sites.

- As possible, given the current operational deficit, support the program's program expansion as this may attract new student populations.

Health Science – Respiratory Therapy
- Provide administrative leadership and support to faculty as they work with East Los Angeles College (ELAC).

Art/Art History
- Address the safety issues of the moveable walls used in the Arts Mentor classroom of the Airport Campus.

- (Overarching for all programs) Address the custodial issues of instructional spaces, but ensure that students in studio art programs are responsible for cleaning their workstations.

Photography
- (Overarching for all programs) Address cleanliness issues and need for painting in photography classrooms and labs.

- (Overarching for all CTE programs) The institution, with leadership from CTE/WED/Academic Affairs, needs to develop a strategy to support the marketing efforts of CTE programs.

Fashion
- Recommend Fashion faculty meet with Dean of Learning Resources to discuss tutoring services needed by Fashion students.

- Consider facility needs for program expansion.

- (Overarching for all programs) Provide better cleanliness in labs and classrooms.

- (Overarching for all programs) Provide better campus-wide orientation for all new faculty, especially new part-time faculty, on specific topics like the use of mProfessor and Canvas, as well as the use of attendance rosters, add codes and general procedures.

- (Overarching for all CTE programs) Assist the program with outreach and marketing.

Events and Facilities Scheduling
- Ensure that the next six-year program review has sufficient detail to help the committee assess the operation's commitment to continuous quality improvement and include data to justify statements made in the report.

- Address recommendations made from the 2012/13 and the current program review recommendations in their next report. In addition to the recommendations above, the program needs to address how it will

- Ensure that all objectives are addressed, including those that were found to be no longer applicable or did not prove useful/feasible.

- Ensure that objectives are achievable within a one-year timespan to avoid simply continuing the same objective year after year.

- Address the Madison Project in future program review reports.

- Provide data regarding revenue and budget.

- Develop useable Unit Outcomes for ongoing assessment of the program and ensure that assessment activities inform program improvements.

Latino Center/Adelante
- Solve the "technical difficulties" associated with the WebExtender system that prevents counselors from accessing student files.

- Facilitate the program's subscription to the View Sign-In software to track program participants and fulfillment of program requirements or some other software that will serve the purpose.

- Reflect on what Hispanic/Latinx serving means for the institution and fund services accordingly to integrate and institutionalize culturally relevant and value-added benefits of the existing Latino Center into all services provided to students.

- Assist programs for special populations to bring their services to scale, thus ensuring that all students are afforded the services.

Ombuds
- Ensure that the Ombuds office has an appropriate office in close proximity to the Student Services Building, if not in the Student Services Building itself.

- While, according to the Ombuds office program review report, the Ombuds office shouldn't report to any one organization, they should be have a "home" department that they can inform and seek support from.

- Establish a budget for the Ombuds function (beyond the 18 hours of release time) that will allow them to go to conferences and support small infrastructure issues such as a printer.

- Consider adding an Ombuds presentation as part of the orientation for part-time and new full-time faculty.

Observations of Committee based on Overarching Trends/Needs
The following Observations of Committee based on Overarching Trends and Needs were generated, discussed, and accepted by the Program Review Committee by a unanimous vote.

1. Ensure that all non-academic programs have Unit Outcomes that are assessed and measured on an annual basis. Ensure also that assessment results are evaluated and analyzed to inform decision making.

2. The institution, with leadership from CE/WED/Academic Affairs, needs to develop a strategy to support the marketing efforts of CTE programs.

3. Develop a maintenance and replacement plan to address the level of custodial servicing and maintenance of facilities across all campuses. Additionally, provide sufficient staff for maintenance and support. This is continuing institutional recommendation and has been included in multiple reports to DPAC.

4. Develop a process for determining priorities to support and maintain effective student success initiatives should state funding decrease or end.

5. Engage in more targeted outreach with local high schools and middle schools to promote SMC as a viable and respected higher education option.

6. Ensure that all programs (especially Design Programs) are included in the technology refresh plan to ensure continued maintenance and upgrades.

Executive Summaries from the Six Year Program Review Reports

The following pages provide the Executive Summaries from the programs reviewed during Calendar Year 2018:

Spring 2018
- STEM
- Design Technology (including the IxD Program)
- Photo/Fashion
- Health Science
- Art/Art History

Fall 2018
- Events and Facilities Scheduling
- Latino Center/Adelante
- Ombuds

Program Review
Executive Summary
Science, Technology, Engineering and Math (STEM)
Spring 2018

General Comments

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

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

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

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

Program Evaluation

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

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

The program notes that it tracks outcomes via the annual program report required by its federal grantor, and that Equity Outcomes are broader, determined by the proposals that it funds. The report also offers a logic model for how it assesses outcomes but in future, the program should

work with Institutional Research to clearly define Student Learning Outcomes and report on them.

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

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

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

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

Commendations

The STEM program is commended for:

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

6. Partnering with UCLA to provide research experiences to students.

Recommendations for Program Strengthening

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

Recommendations for Institutional Support

1. The institution needs to consider the operational costs of engineering related facilities (equipment maintenance and upgrades, staffing, etc.) when expanding the Engineering curriculum to ensure that the FTES generation supports its expansion.

2. The institution needs to address how it will support the maker space (materials, equipment and staffing) when it comes online and ensure that the facility is open to multiple disciplines.

3. The Institution needs to address how it will institutionalize the STEM program to sustain the improvements in STEM-related instructional programs and the success of the students involved in the program.

Program Review
Executive Summary
Design Technology Department
Spring 2018

General Comments

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

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

Program Evaluation

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

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

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

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

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

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

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

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

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

Commendations

The Design Technology program is commended for:

1. Successfully developing and implementing the pilot Interaction Design (IxD) Bachelor of Science degree and seeing the first cohort through to its imminent graduation despite numerous changes in personnel and changing requirements from the State and ACCJC regarding the program components.

2. Making clear connections between the ILOs and the programs in Design Technology.

3. Using a community education class (Software Certification) to support software maintenance costs.

4. Employing program-specific data from student surveys to compare with college-generated reports (e.g., TIMS and IR data) to determine course effectiveness.

5. Posting faculty resources and support documents on an internal share file network as well as maintaining cloud-based resources such as schedules, meeting agendas and minutes, curriculum, and surveys for all department members to access.

6. Using advisory board recommendations and results of student surveys to improve the program.

7. Developing workshops to help students attain external certifications that will help them obtain better jobs (e.g., LEED certification).

8. Achieving program growth during a period of falling enrollments.

9. Pursing inter-/multidisciplinary involvement including Promo Pathway, Interaction Design, and Sustainable Technologies.

10. Providing an amazing amount of patience and graciousness during the prolonged construction of CMD and the subsequent move into the facility, ensuring that the campus was up and running for the Fall 2018 semester.

11. Pursuing awards such as the Chairs of Excellence and Margin of Excellence awards to support innovative strategies and projects that further enhance the students' experience.

12. Using standardized syllabi to ensure that students are provided with a consistent format, which improves comprehension of course expectations, SLOs, etc.

13. Arranging opportunities for students to publicly display their work.

14. Pursuing faculty development such as the two full time Interior Architecture Design faculty who undertook LEED training.

Recommendations for Program Strengthening

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

1. Use data and document how evaluation and analysis of data are used to make program improvements.

2. Work with Campus Police on safety measures to ensure the safety and wellbeing of students, faculty and staff who work at the CMD campus.

3. Pursue professional development opportunities for faculty who teach online.

4. Work with Institutional Research to examine the success data for weekend students to see if both causal factors and strategies to ameliorate those factors can be identified.

5. Investigate whether additional tutoring is needed to help students in Design Technology programs succeed at a higher rate and work with Director of Supplemental Instruction and Tutoring to develop tutoring services.

6. Consider applying for VTEA funds to replace equipment/software.

7. Consider seeking state approval for department certificates.

8. Develop strategies for continuing programs when/if LA High Tech funding ends.

9. Work with SMC's Sustainability Manager to establish contact with Ecoset Consulting, and to identify other opportunities for integrating sustainable methods into instruction and program practices.

10. Develop strategies to increase the number/percentage of traditionally underrepresented students.

Recommendations for Institutional Support

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

2. Take into consideration during planning the sustainability of externally funded program and, in the case of Design Technology, consider how to continue funding IxD Project Manager when state funding ends.

3. Ensure that Design Programs are included in the technology refresh plan to ensure continued maintenance and upgrades.

Program Review
Executive Summary
Photography
Spring 2018

General Comments

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

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

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

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

Program Evaluation

Student Population: Latinx students now make up the majority (36%) of photography students, about 4% lower than the Latinx population in general at the college. African American students in photography reflect the same percentage as the general college population (~9%). In terms of gender, the percentage of female and male students is approximately the same as the general population. Photography students, in general, are more likely to hold a higher education degree. Basic skills students have increased from 11:5% in 2011 to 15.1% in 2018.

The program review report gave scant information about how the program uses SLO assessment to make program improvements and provided little insight into findings from other methods of

assessment employed by the program. These methods include job placement, advisory board feedback on the quality of photography students as they enter industry, comments from employers who hire SMC students as interns, student evaluations of faculty and student enrollment trends in each class. However, there was no analysis of data or conclusions drawn from an analysis. In future reports, the program needs to provide some indication of how data assessment and interpretation leads to program improvements.

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

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

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

Commendations

The Photography program is commended for:

1. Developing a program that is on par with the four year and prestigious private photography programs.
2. Partnering with a variety of other instructional programs to enrich the students' academic exposure with context and provide "near-real world" experiences (e.g., photographing the casts from Theatre Arts productions).
3. Providing placement opportunities for students while they are studying.
4. Maintaining ties to the profession via participation in the community and on industry boards which enable faculty to stay abreast of developments and trends in the industry.
5. Working to bridge equity gaps by finding creative ways to supply students' equipment.
6. Providing an array of "extra" services for students (e.g., arranging for free industry reviews of student portfolios, the photo LA booth, and the Getty outreach program).
7. Creating an integrated learning community involving faculty, students, board members and loyal alumni.
8. Turning a fundraising suggestion into reality and capitalizing on the enthusiasm and capacity of the Industry Advisory Board.

9. Addressing plagiarism as part of the program's ILO discussion.

Recommendations for Program Strengthening

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

1. Break down objectives into manageable pieces that are clear, achievable, measurable and completable within one year.

2. Provide analysis of SLO data the ties the data results to improvements in the program.

Recommendations for Institutional Support

1. (Overarching for all programs) Address cleanliness issues and need for painting in photography classrooms and labs.

2. (Overarching for all CTE programs) The institution, with leadership from CTE/WED/Academic Affairs, needs to develop a strategy to support the marketing efforts of CTE programs.

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Program Review
Executive Summary
Fashion
Spring 2018

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General Comments

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

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

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

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

The program has SLOs for its courses and has focused on the SLO for FASHN 18, "Computer Aided Fashion Design and Merchandising" because this is an area that their advisory board has asked them to address. Student outcomes for all courses are accessed via Advisory Board discussion at yearly meetings as well as through conversations with various industry representatives. Twice yearly department meetings require all faculty to bring copies of their syllabi where general SLO's are discussed and debated. Two mainstays since 2015 have been to update content to reflect professional industry standards and incorporate technology. Other methods of assessment for program improvement include job placement, advisory board

comments on the quality of our students as they enter industry, comments from employers who hire our students as interns, student evaluations of faculty and student enrollment trends in each class as additional evaluation measures.

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

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

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

Commendations

The Fashion program is commended for:

1. Undertaking the extraordinary effort required for the highly successful LA Mode fashion show each year.

2. Establishing essential and valuable connections with critical organizations and individuals within the Los Angeles fashion industry that result in a vibrant, useful advisory board, donations of goods and services, opportunities for internships and employment for students, and articulation agreements with other programs.

3. Engaging in outreach and collaborative projects with campus organizations such as Career Services, International Education Center, Business Dept, Guardian Scholars, Veterans' Resource Center, Black Collegians Center, and the Latino Center.

4. Integrating sustainable practices and a global focus into the curriculum in meaningful and tangible ways such as development of a Fashion Sustainability Certificate.

5. Collaborating with faculty both in the program and across the college.

6. Transforming the program into one that has industry credibility and respect.

7. Offering a Sewing Boot Camp as a means of addressing student needs.

8. Expanding and enhancing the curriculum, especially the "Merchandising" content which provides students with a comprehensive educational experience and has resulted in an increase in the number of AAs awarded from 8 in 2012/13 to 17 in 16/17.

9. Addressing the growing male student population and infusing topical focus on African American and Latino/a/x designers.

10. Infusing equity-focused actions into the program.

Recommendations for Program Strengthening

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

1. Write future program review reports that respond to the question when it is being asked. The current report addresses a variety of topics in multiple places and could be simplified if the content of each answer responded solely to the prompt being asked.

2. Work with Learning Resources on providing tutoring to students.

3. Consider applying for Margin of Excellence grants through the Foundation, Perkins grants through CTE Committee, and computer lab funding requests through the Information Services Committee for computer equipment and software that has been gifted to them in recent years.

Recommendations for Institutional Support

1. Recommend Fashion faculty meet with Dean of Learning Resources to discuss tutoring services needed by Fashion students.

2. Consider facility needs for program expansion.

3. (Overarching for all programs) Provide better cleanliness in labs and classrooms.

4. (Overarching for all programs) Provide better campus-wide orientation for all new faculty, especially new part-time faculty, on specific topics like the use of mProfessor and Canvas, as well as the use of attendance rosters, add codes and general procedures.

5. (Overarching for all CTE programs) Assist the program with outreach and marketing.

Program Review
Executive Summary
Health Science Department
(Nursing)
Spring 2018

General Comments

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

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

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

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

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

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

The program is expanding its offering in several ways:

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

Program Evaluation

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

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

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

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

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

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

- Pathways from high schools and four-year institutions need to be developed to address the need for graduate students.
- The program is considering expanding the Allied Health offering to include radiation technologist, occupational therapy assistant and massage therapy. This will require additional lab/classroom space and possibility the addition of a clinical coordinator to schedule clinical placements. These additional pathways will require additional lab space.
- Declining access to clinical sites is a statewide issue and the program is looking at high fidelity simulation experiences, but this again will require additional lab space.
- Additional fulltime faculty are also a consideration as the program looks at augmenting its offering.

Commendations

The Nursing Program is commended for:

1. Aligning the program with the mission of Santa Monica College.

2. Ensuring consistency of evaluation across course sections.

3. Helping SMC Nursing Program students to exceed the national pass rates for first-time licensure, and achieve excellent employment rates.

4. Implementing social media and webpages to market SMC's Nursing Program.

5. Addressing the recommendations from the Executive Summary from the last Six-Year Program Review.

6. Establishing partnerships with associates to baccalaureate degree nursing programs (ADN to BSN programs) and the Veteran's program.

7. Constantly updating the program with new curriculum (e.g., adding contemporary subjects such as the Quality/Safety course and integrative health non-credit courses).

8. Developing new strategies to address retention, success and the remediation needs of students, plus reinstatement programs for students who had to drop/stop out.

9. Maintaining an ongoing record of accreditation reaffirmation from multiple accrediting bodies.

10. Increasing the enrollment of male students into the program.

11. Pursuing and securing grants.

12. Participating in various professional organizations.

Recommendations for Program Strengthening

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

1. Track how students select the SMC Nursing program (i.e., social media, websites, etc.).

2. Continue to pursue pathways development for Allied Health programs.

3. Develop strategies for increasing the number of African American and Hispanic students who pursue Nursing degrees.

4. Work with Institutional Research to develop methods for gathering data on new curriculum and other initiatives begin pursued by the program.

5. Contact Business Department to see if there are soft skills development modules that could be easily incorporated into the Nursing curriculum.

6. Continue to support the development of noncredit programs that could serve as an entry point into credit Allied Health programs.

7. Assess the impact of the supervised tutoring program and other tutoring efforts as noted in the Program Review report.

Recommendations for Institutional Support

1. Review and revise, if necessary, the current schedule for cleaning the classrooms and shared workspaces in Bundy.

2. Support the Nursing Program's efforts to digitize required documentation, which will include investigating most efficient and cost effective methods.

3. Support, as possible, the program's investigation of simulation experiences to offset declining availability of clinical placements for students.

4. Improve custodial services at Bundy and other off-campus sites.

5. As possible, given the current operational deficit, support the program's program expansion as this may attract new student populations.

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

General Comments

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

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

Program Evaluation

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

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

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

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

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

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

Commendations

The Respiratory Therapy program is commended for:

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

Recommendations for Program Strengthening

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

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

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

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

Program Review
Executive Summary
Art Department
Spring 2018

General Comments

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

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

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

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

Program Evaluation

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

The program engages in ongoing SLO analysis. The Studio Art areas use a variety of SLO assessments, determined by each subprogram area. Art History faculty use essays to assess

students' achievement of learning outcomes and meet twice a year to discuss how to improve student writing and student overall understanding of critical thinking and making an argument.

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

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

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

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

Commendations

The Art Department is commended for:

1. Developing the Art Mentor program that provides additional support to targeted art students in preparation for transfer to top-tier four-year institutions.

2. Increasing the awareness of Southern California as a major art scene via the Pete and Susan Barrett Art Gallery at the Performing Arts Campus.

3. Dealing with the challenge of having a program that comprises a wide variety of "specialties" (the various art forms), at different locations.

4. Pursuing and garnering multiple SMC and external awards (Margin of Excellence, etc.) that are used to improve the programs' offerings.

5. Ensuring that the glass blowing program is self-sustaining through its sales and using proceeds to support both the glass blowing and other 3D art mediums.

6. Working with UCLA to provide extracurricular activities such as field trip to Fowler Museum and visiting with faculty and staff of UCLA African American Studies program.

7. Aligning curriculum with Media Arts to try to improve transfer rates of SMC students.

8. Embracing equity in their teaching as evidenced by all full time AHIS faculty attending CORA Teaching men of Color, FSI, Black Minds Matter, and Ally training.

9. Reaching out to Adelante and Black Collegians to encourage enrollment of Latinx and African American students.

10. Averaging 18.5 transfers to top schools per year.

11. Having faculty very involved in the local arts community.

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

13. Starting a clay recycling program.

Recommendations for Program Strengthening

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

1. Develop a plan to use SLO results to inform program improvements.

2. Break down multi-year objectives into objectives that can be completed and measured in one year.

3. Work with the Department's administrative assistant on scheduling models for classes.

4. Work with Sustainability Department for the Materials Recycling Program.

5. Coordinate with STEM program to get Art Studio students access to the future Maker Space that will be housed in Drescher Hall.

6. Contact the Director of Supplemental Instruction and Tutoring about getting studio students access to math tutors.

7. Develop a plan to address the problem of cleaning student art stations – students should be responsible for their own work stations.

Recommendations for Institutional Support

1. Address the safety issues of the moveable walls used in the Arts Mentor classroom of the Airport Campus.

2. (Overarching for all programs) Address the custodial issues of instructional spaces, but ensure that students in studio art programs are responsible for cleaning their workstations.

Executive Summary
Latino Center/Adelante Program
Fall 2018

Program Overview

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

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

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

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

Program Evaluation

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

As a result of the programs' assessments, the Latino Center/Adelante program has instituted several program improvements:

- A psychologist was hired on as a part-time counselor in late Fall 2015, to address students' needs for culturally responsive psychological support.
- A group workshop and online orientation was developed for Adelante students on probation.
- A one day Adelante orientation for students and their parents was developed for incoming students.

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

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

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

Commendations
The Latino Center is commended for:

1. Using data to support program goals, outcomes.

2. Offering a vast network of support services to Latino students; geared toward their specific educational needs.

3. Planning, implementing, assessing and improving innovative services and programs that respond to student needs and student success.

4. Working closely with Institutional Research on analysis of data collected, following best practices for student services programs.

5. Staying involved and collaborating with the larger college community to reach out to all student populations.

6. Ensuring that cultural nuances of the student population served are identified and respected.

7. Developing programs not just for students and prospective students, but also for their families.

Recommendations for Program Strengthening

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

1. Consider using student workers who have graphic design backgrounds to update marketing materials.

2. Ensure that their evaluation process focuses on and results in improvement of the program by improving the assessment of SLOs and document how they are actively used to improve the program.

3. Develop and implement (assess and use results for program improvement) Unit Outcomes.

4. Consider more cost-effective ways of securing non-personnel resources by thinking beyond program-specific materials and equipment (e.g., color printer, shredders, etc.), as the program moves into the new Student Services building.

5. Use Tableau to assess the success of students who access Latino Center/Adelante services.

6. Consider its role in shaping the institution as a Hispanic Serving (not just enrolling) institution as the college moves closer to having a 50% Latinx population; i.e., consider how the program might change its mission to ensure that all Latinx students are served or target its services to ensure that students truly in need are supported.

7. Consider the efficacy of spending $9,000 on Student Lingo for workshops view of the relatively small number of students accessing it or whether this service might be scaled to serve all students.

Recommendations for Institutional Support

1. Solve the "technical difficulties" associated with the WebExtender system that prevents counselors from accessing student files.

2. Facilitate the program's subscription to the View Sign-In software to track program participants and fulfillment of program requirements or some other software that will serve the purpose.

3. Reflect on what Hispanic/Latinx serving means for the institution and fund services accordingly to integrate and institutionalize culturally relevant and value-added benefits of the existing Latino Center into all services provided to students.

4. Assist programs for special populations to bring their services to scale, thus ensuring that all students are afforded the services.

Program Review
Executive Summary
Events and Facilities Scheduling/Madison Project
Fall 2018

General Comments

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

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

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

Program Evaluation

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

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

Revenue generated from outside rentals is used to support the college (although the report fails to provide information as to how much revenue is generated and where it is allocated for support). Since the last review, the Facilities Planning function has seen a large increase in the use of the PAC facility, as it now includes the Broad Stage and the PAC East Wing concert hall.

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

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

Commendations

Facilities Planning and Events Management are commended for:

1. Supporting Dance and Music programs for their student performances.

2. Providing support for events conducted throughout to the entire campus community (Bundy, CMD, Emeritus, in addition to the main campus), especially during "event heavy" times like the end of the school year (multiple graduation and program specific celebrations, retirement, etc.).

3. Contributing to the college's reputation as a world leader, in this case as the parent of the Broad Stage which is developing a world class reputation.

Recommendations for Program Strengthening

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

1. Ensure that the next six-year program review has sufficient detail to help the committee assess the operation's commitment to continuous quality improvement and include data to justify statements made in the report.

2. Address recommendations made from the 2012/13 and the current program review recommendations in their next report. In addition to the recommendations above, the program needs to address how it will

3. Ensure that all objectives are addressed, including those that were found to be no longer applicable or did not prove useful/feasible.

4. Ensure that objectives are achievable within a one-year timespan to avoid simply continuing the same objective year after year.

5. Address the Madison Project in future program review reports.

6. Provide data regarding revenue and budget.

7. Develop useable Unit Outcomes for ongoing assessment of the program and ensure that assessment activities inform program improvements.

Program Review
Executive Summary
Ombuds Office
Fall 2018

Program Summary

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

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

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

Program Evaluation

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

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

The Ombuds office has traditionally tracked Student Learning Outcomes to identify where program improvements could be made, but due to issues of confidentiality and the unique nature of each student's situation, the office has decided that Unit Outcomes would be more useful and has developed three UOs to track in future program review cycles. Moving forward, the office plans to use these UOs to assess how students hear about the services, how they access the

services, and when they utilize the services. This information will help improve the Ombuds office by tailoring marketing, ensuring that hours coincide with when students are able to access services, and improve communication with students.

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

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

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

Commendations

The Ombuds' Office is commended for:

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

Recommendations for Program Strengthening

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

1. Write an annual report for the Vice-Presidents of Academic and Student Affairs that shares with them the trends that are emerging, and where education of faculty and staff regarding district policies and applicable laws might be needed.

2. Explore ways to fund attendance at annual conference.

3. Work with the Office of Institutional Research to develop meaningful ways to measure the new UOs.

4. Present, periodically, the "how to avoid a grade appeal" workshops to help students understand what constitutes a realistic basis for a grade appeal.

5. Consider doing a panel discussion/presentation at a future flex day/opening day on the non-equity minded polices that show up on syllabi.

Recommendations for Institutional Support

1. Ensure that the Ombuds office has an appropriate office in close proximity to the Student Services Building, if not in the Student Services Building itself.

2. While, according to the Ombuds office program review report, the Ombuds office shouldn't report to any one organization, they should be have a "home" department that they can inform and seek support from.

3. Establish a budget for the Ombuds function (beyond the 18 hours of release time) that will allow them to go to conferences and support small infrastructure issues such as a printer.

4. Consider adding an Ombuds presentation as part of the orientation for part-time and new full-time faculty.

The following pages summarize the capital and human resources needs identified by programs through their 2018/19 annual program review reports and programs who submitted six year program review reports between Spring 2018 and Spring 2019.

The full sections of the annual program review reports can be found in an electronic appendix or through the curricunet system.

Summary Table of Program Needs Sorted by Area Vice President

Area VP	Review Type(s)	Program	Discipline(s)	Annual (CurriQunet)	Annual (Beta Test)	Did Not Submit	Six Year	Issues Impacting Program Effectiveness/Challenges	Capital Resources (facilities, technology, equipment)	Human Resources (professional development, training)
CB	Administrative Services	Business Services	Accounting Accounts Payable Fiscal Services Payroll Purchasing		X			Upgrade to the County's CGI "BEST" system has been challenging and now the replacement of the college's ERP means that the full implementation will be modified. Loss of the Controller and other vacancies in the department has impacted the unit, requiring key positions to do multiple jobs.	S	Staffing: Controller and Facilities Finance
CB	Administrative Services	Compliance, Insurance, and Liability Services	Regulatory Compliance Risk Management Workman's Comp			X				
CB	Administrative Services	Enterprise Services	Bookstore Food and Vending Office of Auxiliary Services Reprographics		X			New parking and Student ID system will require cooperation from and training of partner departments.	N/A	N/A
CB	Administrative Services	Facilities	Maintenance Operations				**			
CB	Administrative Services	Facilities Planning	Facilities Planning				**			

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DG	Administrative Services	Events & Facilities Scheduling	Events & Facilities Scheduling				X	• Anticipated cost recovery for use of the PAC has not matched the amounts billed to a district partner. Our fund to cover our labor and facility maintenance costs is diminishing. • Challenges continue in serving outside users of athletic facilities.	• Upgrade of equipment that houses the TMS. • Overhaul of the Broad's theatrical inventory of equipment	Professional Developme SMC Community: Better understanding of the EM would increase their staf efficiency. Replacement of the Lead Tech Additional permanent ev support CMD's projectio the Orientation Hall in th other venues added by t
DG	Administrative Services	KCRW	KCRW	X				Continued non-cash support from the district in the form of facilities, custodial services, facilities maintenance, mailroom, deliveries and departmental accounting.		HR services for hiring of employees
DG	Administrative Services	Madison Project	Madison Project			X		See Events	See Events	See Events
DG	Administrative Services	Public Programs and Communication	Community Relations Graphics Marketing Public Information Social Media Management		X			Report submitted but missing	Report submitted but missing	Report submitted but m
DG	Administrative Services	SMC Foundation	SMC Foundation	X				Reassignment of the Dale Ride Internship and Alumni Program, effective July 1, 2019	Plan in place to address the needs of the program.	Additional staffing to sup Dale Ride and Alumni pr

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EP	Administrative Services	Grants	Grants	X				Need for conversations with SMC management to help guide the direction of the Grants Office and the college's expectations.	N/A	N/A
EP	Administrative Services	Information Technology	Instructional Computing MIS Media Center Network Services Technology Training Telecom		X			Completion of multi-year Technology Master Plan to assess program effectiveness. Planning for ISIS end of life and ERP readiness assessment will be critical. IT is trying to extend the life of webISIS but requests for changes continue to come in. A "freeze development" decision is needed to allow IT to focus on the new ERP.	Complete assessment of all IT IDFs will be conducted as part of the Technology Master Plan. IT	Currently 6 vacancies in department. Staffing pla... be developed. Travel to IT related confe... workshops to keep abrea... technology changes and ... developments.
EP	Administrative Services	Institutional Research	Institutional Research		X			Meeting the research and data demands of the college. Requests for data to support grants, as well as requests for data mining and data analytics are impacting the department.		Professional Developme... Subscription to DataCam... sustained training and p... development on data an...
EP	Administrative Services	Legal Services	Legal Services			X				
EP	Administrative Services	Media Center / Reprographics	Media Center/Reprographics			X				

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JM	Instructional	Art	AHIS: ART HISTORY ART: ART				X		Facilities: • Studio in Airport 117 is in need of remodeling. • Main campus facilities are inadequate but we now have state funding for a new center. • Variety of technology and equipment listed in the report. • Woodshop/makerspace	Staffing: • Additional tech staff f new studio programs • Fulltime faculty teach interdisciplinary fine variety of areas.
JM	Instructional/Student & Instructional Services	Athletics	VAR PE: VARSITY INTERCOLLEGIATE SPORTS	X					• Develop an automated eligibility process that allows for real-time monitoring and tracking of student athletes' eligibility status. • Location for student study hall and computer lab (this will be completed shortly) • Cart for Athletic training staff to transport injured athletes • Computers for new staff	Fulltime counselors who in eligibility requirement various organizations tha college athletics.
JM	Instructional	Business	ACCTG: ACCOUNTING BUS: BUSINESS			X				
JM	Instructional	Communication	COM ST: COMMUNICATION STUDIES FILM: FILM STUDIES JOURN: JOURNALISM MEDIA: MEDIA STUDIES	X					Too long to summarize. Refer to Annual Program Review report.	Too long to summarize. Annual Program Review
JM	Administrative Services	Community Education	Community Education			X				

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JM	Instructional	Cosmetology	Cosmetology				X			Staffing: • Fulltime instructional provide assistance on and ensure efficient m of salon materials. • Increase of student he
JM	Instructiona l	CSIS	CIS: COMPUTER APPLICATIONS CS: COMPUTER SCIENCE OFTECH: OFFICE TECHNOLOGY			X				
JM	Instructional	Dance	:			X				
JM	Instructional	Design Tech.	ET: ENTERTAINMENT TECHNOLOGY GR DES: GRAPHIC DESIGN INTARC: INTERIOR ARCHITECTURAL DESIGN				X		Facilities: Lack of space at CMD. Currently at capacity in terms of classroom and office space. Example: INTARC program is unable to offer a basic fabrication course required for transfer. Technology: Funding to maintain all current software licenses.	• One new full-time fac in each of the 3 desig • Continued funding fo program manager po support the Interactio program. • Administrative suppo manage interactions students and general • CMD Computer lab re additional staffing. 3 lab staff will be retirin year.
JM	Student & Instructional Services	Distance Education	Distance Education			X				

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JM	Instructional	Earth Science	ANTHRO: ANTHROPOLOGY ASTRON: ASTRONOMY GEOG: GEOGRAPHY GEOL: GEOLOGY PV: PHOTOVOLTAIC SYSTEMS		X			• Retired faculty not replaced • Difficulty finding qualified adjunct faculty. • Enrollment for Sustainable Technologies • Pathways implementation detracting from department needs and goals	Facilities: • Teaching outside of the department's allocated space (should be alleviated by the new Math/Science complex) • Planetarium needs • Sustainability classroom needs • Independent computer lab room for Geospatial Technology Course Technology • Updated computers for Geospatial Technology Course (should be scheduled on the TRP)	Fulltime Faculty Needs: • Astronomy • Physical Anthropolo... • Cultural Anthropolo... • Geography • Geology Staffing: • Planetarium Administrator/Dire... • Lab Technician Professional Developme... for discipline specific co...
JM	Instructional	Education/ECE	ECE: EARLY CHILDHOOD EDUCATION EDUC: EDUCATION		X			• Preparing for the opening of the ECE Lab School. • Courses in Education taught entirely by adjunct faculty.		Lab School related releas... current FT faculty. Additional FT Faculty in ... discipline
JM	Instructional	Emeritus	Emeritus				X			
JM	Instructional	English	English		X			• AB 705 Implementation • Equity framed conversations • Maintaining course-level standards while meeting student needs. • Differentiating instruction in 1+28, 1 and 2 given the broad range of students entering the composition classrooms. • Increasing literature and creative writing course enrollments.	Collaborative furniture (similar to that used in the Center for Teaching Excellence) Increase the computer labs where students can read, compose, and revise their writing.	Fulltime Faculty to addre... needs and fulfill the dep... goals of increasing leade... professional developme... English faculty. Continued PD focused o... best classroom practices... Professional Learning Co... (PLC): a community of pr... Implement a well-define... orientation and mentors... for new and recently hir...

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JM	Instructional	ESL	ESL				X	Senate support for of a replacement Placement Exam (CCCCO is considering elimination of assessment exams for ESL programs).	• Progress indicators and course transcription through webISIS for noncredit ESL. • Men's restroom was turned into a gender neutral facility. This results in long lines and crowded hallways.	Fulltime faculty in both c noncredit ESL.

JM	Instructional	Health Sciences	Nursing Respiratory Therapy			X	X	RT: The partnership with ELAC is not what it once was and the program would like to pursue accreditation as a standalone program.
								
								Nursing: Clinical placements are a challenge as many clinical facilities require an extensive orientation process.
								
								Articulation with BSN programs are needed.
									Facilities:
									• RT: dedicate RT space would be nice. Storage as well.
									• Nursing: ongoing maintenance and cleaning is a concern.
									• Secure storage space for extensive documentation required by clinical facilities.
										Staffing:
										• RT: one additional FT qualify as a standalon
										• Nursing:
										  o faculty with nurs specialties are ne comply with BRN
										  o Fulltime skills lab simulation coord a faculty position
										  o Clinical coordinat schedule placem students.

JM	Student & Instructional Services	High School Programs	Dual Enrollment Young Collegians	X				As Dual Enrollment program increases its offerings, additional staff will be needed to process applications.	N/A	N/A
JM	Instructional	History	History	X				• Upcoming Retirements (2) and 70% of FT faculty engaged in leadership roles. • Redesigning the History, Ethnic Studies and Global Studies is straining the existing faculty. • Internship program disbanded but would like to bring it back.	N/A	Additional administrative help manage logistics of "inbroad"/abroad progra (History shares an AA-I w Philosophy/Social Scienc

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JM	Instructional	Kinesiology	Kinesiology	X					Replacement of fitness and other Kin/PE equipment.	• IAs in classes to preve... (Rock Climbing, surfir... defense) • Fulltime faculty: o Head Coach Foot... o Aquatics Speciali... o Kinesiology Instr...
JM	Student & Instructional Services	Learning Support Services	Learning Resource Center Supplemental Instruction Tutoring	X				Implementation of AB 705 strategies decreased the funding that formerly went to SI support for embedded tutoring.	N/A	N/A
JM	Instructional/Student & Instructional Services	Library	Library		X				Security: Police regularly called to deal with disorderly conduct. Staff do not feel safe. 17 year old A/V equipment needs to be replaced. Projector display is not clear and tinged. Sound is distorted. Would like Flat Screen and new audio system. Physical appearance and cleanliness of the library is an ongoing problem. Restrooms, heavily used, are not cleaned regularly and the carpet is dirty and worn. Needed repairs (plumbing) are not getting done.	Temporary Library Assist... Circulation Desk to allow... be trained on the new LS... funding for Eluna for five...

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JM	Instructional	Life Science	BIOL: BIOLOGY MLT: MEDICAL LABORATORY TECHNICIAN NUTR: NUTRITION			X			• Update computers (are they not on the TRP?) • Wireless presenters and microphones (contact Media Center) • Equipment to support instruction • Repair and maintenance of same • Repair and maintenance of the greenhouse and yard on Pearl Street • Temperature and ventilation of the existing science building needs to be addressed • Building cleanliness • Proctoring tool for online courses	• Multiple fulltime facu • Administrative assista inadequate (shared 5 Physical Science) • Lab Tech assistance • Assistance with test p from DSPS • Additional S/I suppor • Professional Develop responding to emerg students with disabili student success.
JM	Instructional	Math	Math		X			Activities related to AB 705 compliance (implementing the new curriculum and embedded tutoring)	Classroom furniture conducive to learning (collaborative furniture)	Faculty development inc not limited to equity, be for teaching support clas To part-time faculty to p learning communities. Staffing • Embedded Tutors • Supplemental Instru • Math Lab Staff (cann current demand) • New Fulltime Faculty understaffed and ca course requirement:

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JM	Instructional	Modern Lang & Cultures	ARABIC: ARABIC ASL: AMERICAN SIGN LANGUAGE CHNESE: CHINESE FRENCH: FRENCH GERMAN: GERMAN HEBREW: HEBREW ITAL: ITALIAN JAPAN: JAPANESE KOREAN: KOREAN PERSIN: PERSIAN RUSS: RUSSIAN SPAN: SPANISH TURK: TURKISH	X				Curriculum and support for heritage Spanish speakers. The department has created new MLCD Certificates but the students are largely unaware of them.	Hybrid and online courses allocated to the department will require expansion of SANSSpace. Bulletin Board to post information about the program. Web support for enhanced web pages.	New faculty Additional Administrativ Support (The departmen AA-I was reduced to 50% retirement of the former Training in how to use O software used in the Lan
JM	Instructional	Music	MUSIC			X				
JM	Administrative Services/Instructional	Noncredit Initiatives/Administration	Noncredit Initiatives/Admin			X				
JM	Instructional	Philosophy/Social Sciences	ECON: ECONOMICS PHILOS: PHILOSOPHY POL SC: POLITICAL SCIENCE SOCIOL: SOCIOLOGY		X			Report submitted but missing	Report submitted but missing	Report submitted but m

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JM	Instructional	Photo - Fashion	FASHN: FASHION DESIGN AND MERCHANDISING PHOTO: PHOTOGRAPHY			X	X	Poor condition of facilities is a deterrent to both students and industry. Fashion trends are much more computer/technology based. Growth in 3D, 360 Virtual reality, and other software will require upgrades in Fashion's facilities and to a large, upgraded computer lab.	Paint/repair facilities (DH 110 – 127, Photo Gallery DH 216, Business 105, 107, 131, 133) Additional/improved cleaning of computer lab (B 131) Dedicated computer lab for fashion to accommodate current industry practices Repair budget increase ($12 – $33K/yr) Funds to market the program	• Additional tutoring sup both disciplines and in Humanities lab • Stipends for P/T Fashio upgrade courses. • Additional half time La (Photo) in computer la • 1 shared FT Faculty (Sc Motion, Art Market) • 1 Fashion FT Faculty • Technician to fix sewir • Sewing room I/As (lab • Ability to attend trade shows/conferences • Training in MProfessor
JM	Instructional	Physical Science	CHEM: CHEMISTRY ENGR: ENGINEERING PHYSCS: PHYSICS	X				Insufficient lab and classroom space; they cannot accommodate the enrollment demand. The new Math/Science Building should relieve this stress. Same holds true for faculty office space. Near term, the college might have to consider weekend classes to accommodate demand.	Temperature issues and pressure differentials plague the building. Fume hoods continue to be an issue but Operations is working on both of these issues. Parscore for analyzing tests is essential. Current methods are cumbersome.	Support from DSPS for p night and late afternoon Staffing support for the v process is needed. Faculty needs: 3 FT Phys Chemistry faculty are ne Office administration for department is inadequat (shared with Life Science
JM	Instructional	Psychology	Psychology			X				

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JM	Student & Instructional Services	Scholars	Scholars		X				Graduation sashes for scholars students. Space for trainings, meetings (should be alleviated by the move to SSC)	Resources for profession development of scholars members
JM	Student & Instructional Services	STEM	STEM			X	X	Need for ongoing (district?) funding (STEM is currently categorically funded). Increasing capacity to accommodate demand/growth	Equipment for makerspace Makerspace liability coverage	Trained technicians to o equipment/machinery fo Makerspace Additional engineering fa Spring 2018 only 1 FT En Faculty) Additional counseling su
JM	Instructional	Theatre Arts	Theatre Arts			X				
JM	Administrative Services	Workforce and Economic Development	Community Education Contract Education Workforce			X				

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MT	Student & Instructional Services	African American Collegian Center / Black Collegians	African American Collegian Center/ Black Collegians	X						English IA (resident with program). They've had g with the Math IA.
MT	Student & Instructional Services	Alumni Relations	Alumni Relations	X					Technology: • Renewal of software used by the program (e.g., Constant Contact, Linkedin, Amplo, etc.)	In work as they progress development of new pro ambassador expansion f Navigators Need clear reporting stru resources for implement
MT	Student & Instructional Services	CalWorks	CalWorks			X				
MT	Administrative Services	Campus Police	Campus Police			X				

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MT	Student & Instructional Services	Career Services	Career Services			X				
MT	Instructional/Student & Instructional Services	Counseling	Counseling				X	• Loss of faculty (15) • Guided pathways implementation •	• Customizable software (Starfish) • Facilities to house peer navigators • Upgrades to computers, printers • camera/speaker devices for video counseling	Staffing • Counselors • Dedicated student se programmer
MT	Instructional/Student & Instructional Services	Disabl Stu Ctr	DSPS and LD		X			• Increased number of challenging accommodation requests • Test proctoring – increases in requests and lack of timely submission of tests by faculty with adequate/complete instructions. • Need to train campus community on 508 compliance issues • AB 705 impact on DSPS •	Technology • Cameras for surveillance during proctoring. • Viatron support in the new ERP • Replacement of equipment in the HTTC	Staffing: DSPS Assistants proctoring and additiona Professional Developme Additional Training to su accommodation request abreast of latest legal iss professional conferences networking and keeping
MT	Student & Instructional Services	EOP&S	EOP&S Guardian Scholars				X			

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MT	Student & Instructional Services	Latino Center / Adelante	Latino Center / Adelante				X		• Supplies budget • Shared tutoring area is cramped; hopefully this has been alleviated with move to SSC. • Tablets and charging stations • Tables and chairs designed for instruction • Smart board with projector • Computer and printer for FT Math IA • Database for sign in • Color printer • Marketing Materials	English IA Additional Counseling ho Student Help
MT	Student & Instructional Services	Office of Student Judicial Affairs	Office of Student Judicial Affairs	X				Increase in cases is impacting staff and faculty members' ability to address the caseload.	Budget for programming, printed materials Technology to detect dishonest practices in online courses.	Staffing Needs: • 20 additional Coun in Fall/Spring • 10 additional couns in Winter/Summer • Staff support in the clerk to support the Professional Developme • Training, conferenc Membership with ASCA
MT	Student & Instructional Services	Pico Promise	Pico Promise				X	Part-time staffing is an issue. The program has grown and space continues to be an issue.	Space continues to be an issue. Is this still true with SCC opening?	Additional staffing in the wellness and health and

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MT Or TR	Student & Instructional Services	School Relations	Outreach	X					Wireless hubs to connect with SMC (via internet, Corsair Connect, ISIS, etc). Additional space needed to schedule sufficient appointments.	One or two FT Counselor
MT	Student & Instructional Services	Student Health--Health Office	Health Office			X				
MT	Student & Instructional Services	Student Health--Psych Services	Psych Services			X				
MT	Student & Instructional Services	Student Life	Student Life					Complexity of the Student Life function has outstripped the ability of current staff levels to manage and support it. Students are confused by the collection of AS fees and ID Card fees. Students think they can pay or the other.		Reorganize and staff the appropriately to the leve complexity of AS Activiti • Addition of an Assis Director to assist w and managing the c • Augment the curre counselor with add counseling hours/p • Additional Student front counter.

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MT	Administrative Services/Student & Instructional Services	Sustainability	Center for Environmental and Urban Studies Institutional Sustainable Practices Transportation & Parking		X		X	Recent technology upgrades, facilities improvements, resource materials, staffing, and program development were provided from grant funding. The CEUS will continue to work collaboratively with the Grants office to seek funding, but institutional support may be needed if grant funding is not available. Recent opening of additional 500+ parking spaces may cause SMC's AVR numbers to decline because there won't be as much incentive for staff and students to find alternative ways to get to work.	Educational displays and signage featuring the environmental benefits or features of the building should be included in all new facilities and way finding signage programs.	• Part-time staffing of t Greening Workshop C • - Additional full-time administrative suppo with the growing pro • - Transportation spec manage the increasin which inhibits studen employees from getti campus in a timely m • - Facilities technician the energy managem to analyze energy and and respond to ineffic quickly to save the co money.
MT	Student & Instructional Services	Transfer & Articulation Services	Articulation Services Transfer Counseling Center				X		Funding to support rental of tables, chairs, etc., for transfer fairs which continue to grow in size. Work with IR to integrate transfer workshops into Tableau. 2 additional laptops for VIP welcome day and workshop check ins	Staffing Completion Counselor (a Addt'l classified staff Professional Developme and graphics to help the develop materials.
MT	Student & Instructional Services	Upward Bound	Upward Bound	X					N/A	N/A – sounds like they h staff additions (a Studen Specialist)

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MT	Student & Instructional Services	Veterans Program	Veterans Program	X			X	Space needs Ongoing funding (at time of six year PR, Equity supported staff)	Adequate Facilities/Space that is welcoming and professional; proposed solution is to move the operation into the Cayton Center Basement.	From 2018/19 Annual: • Certified Peer Supp ($50 – $55K) From 17/18 6-year: • I/A • Peer Mentors (Stud • FA technician • Additional FT Couns From 18/19 Annual: • Certificate Peer Su Specialist.
MT & EP	Administrative Services/Student & Instructional Services	Transportation & Parking	Transportation & Parking		X			AVR (average vehicle ridership) numbers will go down (not a good thing) due to the lessening of parking problems with the addition of 500+ slots in the SSC.	Additional EV charging stations (purchase units and install them in various SMC facilities)	Professional Developme employees to the colleg good habits (not driving work).
SL	Administrative Services	Human Resources	Human Resources		X			HR is understaffed while needs of the campus has increased. BEST/LACOE project implementation has required OT/Comptime. Increased bullying and Title 5 complaints.	Facilities: • Meeting space for HR meetings, orientations, professional development trainings. • Office space for Professional Development Coordinator • Office space for HR staff. Technology: • Computer software and hardware updates and enhancements. • Video Conferencing • Access to case management system (e.g., Maxient) to better track employee related issues.	• Funding to support more diverse popu • Funding to support development traini Inequitable salaries for H specialists, technicians a

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SL	Administrative Services	Personnel Commission	Personnel Commission		X			Increased workload due to ongoing administration of the cyclical studies required by Merit Rules. Addressing large number of separations as a result of the Supplemental Retirement Package and departmental restructuring. Hay Study classifications are largely irrelevant and more changes will be required as Pathways is implemented.		
TR	Student & Instructional Services	Enrollment Services	Admissions Assessment Center			X				
TR	Student & Instructional Services	Financial Aid	Financial Aid			X				
TR	Student & Instructional Services	International Education	International Student Center Study Abroad	X					• Seven table-top scanners to keep up with the growth of its on-line counseling service. • CRM to support the e-mail drip campaign.	Additional counseling ho support growing comple student population and t of AB705.

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TR	Student & Instructional Services	Welcome Center	Welcome Center	X					Space: • Not sure this was updated as it reflects utilizing the KCRW mailroom in the Cayton Center, but they've moved to the SCC. Technology • Supoprt for Target X/Salesforce • Support for Qless	Additional temp staffing activity times (Decembe Winter/Spring enrollmer through June for Summe enrollment) Counseling hours for inc continuing students duri heaviest periods. Professional developmer and staff in the WC due turnover.