

# **Program Review Committee Report Spring & Fall 2011**

## **Introduction**

Program Review is an ongoing process that every area of the college undergoes in a six-year cycle. Career Technical Education programs are also required to submit abbreviated reviews in years 2 and 4 of the cycle. It should be noted that the committee is in the process of developing an annual report format and structure to further support institutional planning. This process is taking place in collaboration with the Institutional Effectiveness Committee, Institutional Research, and department chairs.

The goal of program improvement drives the process. To help programs prepare for program review the committee offers multiple orientation sessions for programs scheduled for review the following year. Additionally, Institutional Research provides a common dataset to instructional programs and works with student support programs to design specialized data collection tools. All programs are asked to report on outcomes assessments and how the program is responding to those.

Generally, programs take the review process very seriously and often comment on the positive aspects and value of the opportunity for self study and reflection. The committee respects the efforts of the programs and strives to provide meaningful feedback. Observations of issues or concerns shared by multiple programs are incorporated into the annual committee report and designated as overarching issues. The Program Review committee overlaps membership with the Curriculum and Institutional Effectiveness committees to ensure there is sharing of information, and to strengthen committee processes and communication. The findings of the Program Review Committee are incorporated into the institutional planning processes.

## **Observations**

The committee notes there has been general improvement across many programs in the use of data, outcomes assessment, and the use of data and assessment to inform program decision making. Documentation of these activities has also improved, although in many cases there is room for further improvement.

Implementation of the S/ILO portal has helped standardize the collection of instructional program S/ILO assessment. Implementation of the SUO portal for assessment for Student Services programs is imminent. Standardization of UO assessment for administrative units is not far behind. Both the Institutional Effectiveness Committee and the Office of Institutional Research have been working directly with programs and providing training to improve program understanding of and ability to collect and analyze data, and to effectively assess SLOs, SUOs, and UOs. Notwithstanding these efforts, many programs need to improve documentation of outcomes assessment results, especially detailing how these results are used in program planning.

## **Supporting Institutional Planning**

Since all programs at the college undergo the program review process, committee members who often serve multiple years are afforded a broad view of the impact of shifting demographics, best practices, common concerns, research and assessment, connections between programs and services, and opportunities for collaboration and sharing. The committee spends many hours in thoughtful review, providing feedback, and discussing how this information fits into the broader picture to help inform planning at the college.

As the institution grapples with an extended period of annual budget reductions, concern about the resulting impact on student success and retention is evident. The college has a reputation for implementing innovative programs and strategies, all of which have either focused on increasing student success or improving and/or creating greater efficiency of institutional infrastructure and processes. Identifying exemplary strategies and best practices which have the potential for the greatest impact on student success and retention across the board is critical to maintaining the excellence of the institution. Hard decisions can prove to be the catalyst for opportunity and innovation. The Program Review Committee encourages the different planning bodies to consider the thoughtful work of the committee as discussions take place about the level of support to be maintained for programs, services and strategies.

## **Committee Membership**

The Program Review Committee is fortunate to have members who have served for multiple years, thus providing historical knowledge. Committee member dedication to a very time intensive process is appreciated and acknowledged.

Mary Colavito, Faculty, Life Sciences, Chair  
Katharine Muller, Administrator, Vice Chair  
Sara Brewer, Faculty, Communications  
Bill Lancaster, Faculty, Design Technology  
Fran Manion, Faculty, Math  
Mary Jane Weil, Faculty, Disabled Student Services  
Matthew Hotsinpiller, Faculty, English  
Makiko Fujiwara-Skrobak, Faculty, Modern Languages  
Sehat Nauli, Faculty, Physical Sciences  
Randal Lawson, Administrator  
Erica LeBlanc, Administrator, Academic Affairs  
Sonali Bridges, Administrator, Outreach

## Programs Reviewed and Accepted

The following programs were scheduled for full program review in Spring and Fall 2011:

Program	Unit or Student Outcomes			Curriculum Updates
	Developed	Assessed*	Program Response to Assessments**	
Career Services	Yes	Beginning	Not Evident	NA
Community Services	Yes	Not Evident	Not Evident	NA
DSPS	Yes	Accomplished	Under Discussion	Completed
Earth Science	Yes	Accomplished	Under Discussion	Completed
English	Yes	Accomplished	Under Discussion	Completed
Grants	Yes	Accomplished	Changes Implemented	NA
Human Resources	Yes	Not Evident	Not Evident	NA
Institutional Research	Yes	Not Evident	Not Evident	NA
Transportation	Yes	Not Evident	Not Evident	NA
Upward Bound	Yes	Accomplished	Under Discussion	NA
Veterans Resource Center	Yes	Beginning	Not Evident	NA
Welcome Center	Yes	Not Evident	Not Evident	NA
Workforce and Economic Development	No	Not Evident	Not Evident	NA

\*Noted along the following continuum: Not Evident → Beginning → Developed → Accomplished

\*\*Program Response is noted along the following continuum:

Not Evident → Under Discussion → Plan Developed → Changes Implemented

## CTE Programs 2 Year Review

The following career technical education programs completed abbreviated biennial reviews:

Program

Communications

Cosmetology

## **2011 Recommendations for Institutional Support for Specific Programs**

Executive summaries for all programs reviewed in Spring and Fall 2011 are included in this report. In addition to a narrative, the summaries include commendations, recommendations for program strengthening, and, recommendations for institutional support. Recommendations for institutional support for the programs reviewed that have not already been addressed are listed for consideration in institutional planning processes:

1. Support the development and implementation of a Section 508 compliance plan and identify a 508 compliance officer. (DSPS)
2. Provide support to assist programs developing and maintaining accessible web sites. (DSPS)
3. Review the current facilities, staffing and needs for test proctoring, and develop a workable interim plan. (DSPS)
4. Investigate the feasibility of mandating institutional training on legal responsibilities and requirements, both institutional and individual, related to serving students with disabilities. (DSPS)
5. Support the maintenance and staffing of the planetarium at a level which meets instructional needs, at a minimum. (Earth Science)
6. Support English department efforts to develop staffing formulas for hiring instructional assistants that align with demand and do not place an excessive burden on the department. (English)
7. Support efforts to develop a “writing across the curriculum” model that includes an effective level of student support. (English)
8. Develop an institutional plan to support the increasing demand for instructional technology. (English)
9. Move forward with establishing a federally approved indirect cost rate. (Grants)
10. Review the College’s relationship with LACOE and determine options for addressing problems with the system, the true cost to the District in terms of staff time, opportunities for errors and inconsistencies, and opportunities for improving efficiency. (Human Resources)
11. Support efforts by Human Resources and Payroll to align record keeping and differences in interpretation of leave policies. (Human Resources)
12. Find a way to support the employment needs of a program that is providing direct services to a high school population within federal grant requirements that don’t fit neatly into college processes and systems. (Upward Bound)
13. Determine the level of support the institution currently provides to support the Veterans Resource Center and assign a distinct location code to improve documentation of institutional support, especially for purposes of grant applications. (Veterans Resource Center)

## **Recommendations of the Committee Based on Overarching Trends Observed**

Every year certain issues emerge as concerns for more than one program or as a result of committee discussions. These are placed on a list of overarching issues the Program Review Committee includes in this report to DPAC and the Superintendent/President for referral to the appropriate body or planning process. Items with an asterisk \*\* have previously been identified by the Program Review Committee as overarching issues and continue to surface as significant concerns.

### **Research and Data**

The Office of Institutional Research (OIR) has offered training in research tools and the use of data, and actively works with many programs to develop assessment tools. It is recognized that the desire for data and research support will always exceed the capacity of the OIR. Thus the committee recommends a reasonable level of standard data be made accessible for each type of program (instructional, student/learning support, administrative) with some accompanying support for analysis and additional data. Perhaps some form of data mart would assist programs, which would need to be trained in its use, to begin to develop a basic level of program capacity to engage in research and/or better articulate and formulate research parameters.

Some programs clearly engage all, or a large number of, program members in program planning and in the program review process (i.e. writing of the report). The practice of other programs has historically been to leave it to the program leader to write reports and set program objectives. With greater emphasis placed on both institutional and program planning in recent years, it is important that the institution support strategies to ensure participation of all program members in planning.

1. Establish a base set of data for each type of program (instructional, student/learning support, administrative) and determine the level of additional support and research it is that is feasible to provide.
2. Provide training in assessment of outcomes and strategies for documenting how the assessment results are used in program planning.

### **Technology**

#### **Technology Support & Maintenance**

Technology has both changed and enhanced many operations of the college, and will continue to do so. From technology support in the classroom, to infrastructure support, to systems that enable data collection, tracking, and communication, the college community has come to expect and depend on ever increasing levels of support. Establishing priorities and funding bases for maintaining technology is a concern identified by most programs.

When funding is available, instructional programs have access to restricted funds that can be used to maintain instructional technology and infrastructure. In contrast, administrative units do not have set aside allocations that help ensure consistent hardware and software is used by all unit members to facilitate efficient communication, and the sharing of documents, processes, programs and systems.

Instructional departments increasingly note the desire to have all classrooms outfitted with “smart” technology. Even if done over time, this would require a much more comprehensive technology replacement plan than is currently in place.

3. Address the increasing use of the MAC platform, mobile technology such as iPads in the classroom, and phone apps for student processes. Ensure there is sufficient college technical support to manage and support this shift in use and expectation.
4. Address the staffing needed to support the shift in applications and platforms (training staff and revising or developing new job descriptions).
5. Ensure technology replacement plans address the demand for ever more technology.
6. Address the need of administrative units for consistent infrastructure, hardware and software among staff.

### **Web Support**

Web and other social media presence has become the norm. Programs regularly express a desire to maintain such a presence but are able to do so only if someone in the program volunteers to maintain the content and connections. Other programs do not have resident expertise and need support to implement or maintain a presence. Given the impact of web and social media presence, for programs as well as the institution, strategies for consistently supporting maintenance of social media presence for programs should be explored. These strategies could include a team assigned to work with programs to keep on-line information up to date, training for program volunteers, or official inclusion of such duties in an assignment.

7. Identify the best strategies for assisting programs to maintain a web and social media presence.

### **Curriculum**

The committee acknowledges that the curriculum process is strong and comprehensive. As technology becomes more accessible and ubiquitous it has become apparent that more and more programs are accessing and teaching the same tools and creating new curriculum to support a discipline specific perspective. In the current economic climate it may now be appropriate to review whether a proliferation of similar courses is appropriate, explore ways in which resources can be shared or aggregated, and encourage stronger collaboration between programs. At the very least, establishing common terminology to be used in course descriptions would help students identify the appropriate course to take when similar topics are offered by multiple disciplines.

8. **\*\*Develop a consistent approach to the titling of software based courses.**  
Many programs use the same software for specific discipline applications. Some programs list the software in the course title, others do not. This is often confusing for students who do not know which course will best meet their needs.
9. Review in the aggregate all courses that teach similar technology and applications, rather than solely as each course relates to a specific program, to encourage greater collaboration among and between programs.

## **SLOs**

All programs have developed outcomes (SLOs, SUOs, UOs). However, some programs have yet to assess their outcomes. Additionally, many programs do a poor job of documenting how the assessment results are used for program improvement and planning. Administrative outcomes will be the last implemented in the portal so these programs tend to lag in both assessment and documentation. Universal understanding of how such documentation fits into institutional planning processes, and contributes to institutional compliance of meeting accreditation requirements, could be stronger.

Development of the ISIS portal for capturing outcomes assessment results has helped instructional programs, and more recently student service programs, document assessment results in a consistent manner and in a way the institution is able to connect those assessments to the ILOs. Fewer programs are documenting how the program uses the assessment results. It is clear that training in this area is needed.

10. Develop additional strategies and training to help programs use and document the use of assessment results to support program improvement and planning.

## **Support Services**

The college has an outstanding record of providing a level of excellent support services that far exceeds what is offered at other institutions. There is a clear institutional desire for data that integrates use of support services with specific student information to enable programs and the institution to reach more informed conclusions about which services have the most impact on student success.

A concern for all instructional programs is the lower success rates of Hispanic and African-American students. While the college has implemented many successful programs and services targeted at improving the success of Hispanic and African-American students, there has not been a comprehensive, systematic approach. Identifying the most successful strategies for improving success and retention rates for these groups, documenting their impact, developing new strategies, providing training in the application of these strategies, and committing as an institution to systematic implementation is a goal worthy of an innovative college.

The committee notes that similar, though often targeted, student services are provided by many or most student support services. Some student support programs indicate they are serving greater numbers of students not in the target population. In some instances, inconsistencies in operating processes and schedules between programs may be encouraging students to seek help wherever convenient. Reviewing program guidelines and scheduling, and implementing consistent practices where appropriate, could enhance the ability of programs to better serve targeted populations.

At the same time many instructional programs have voiced a desire for dedicated support, especially counselors. Traditionally, the primary means for obtaining such support has been through grants, which sets up expectations for continuing dedicated support when grant funds end. In an era of diminishing resources, establishing criteria for how and when dedicated support is allocated could support long range planning.

11. \*\*Ensure there are systems in place to track student lab use across the college that would enable the college to track time spent meeting required lab hours, as well as to correlate the access of on-line materials and general lab use to student success.
12. Develop a plan for identifying and implementing a systematic approach to improving success and retention of Hispanic and African-American students.
13. Review the operational and scheduling guidelines for student support services to ensure a level of consistency that encourages students to use the appropriate service.
14. Develop criteria for determining the appropriateness and sustainability of allocating dedicated services to specific programs.

## **Other**

15. \*\* Provide resources to support section 508 compliance and assign someone to serve as the 508 compliance officer to ensure the college meets federal compliance regulations.
16. \*\*Develop strategies and technology support for ensuring records across campus are updated so that, for example, when individuals leave the college, all areas of the college are notified and can take appropriate action to terminate access such as signature authority (including auxiliary accounts), ISIS access etc.
17. \*\*Explore the efficacy of and the efficiencies to be achieved by creating a student account system.
18. \*\*Storage, both of documents and of materials and supplies, is an ongoing problem for multiple programs. Many old records are inaccessible and/or inappropriately stored. Units whose functions and responsibilities require records to be kept should have a plan to sort, weed out, digitize and appropriately store records. The institution should explore options for document scanning and storage as well as off-site storage of items which require only intermittent access.
19. Explore strategies for encouraging and training future leadership at all levels of the institution.



20. Revisit the idea of college credit cards (for selected staff and functions) to improve efficiency and timeliness as not everything can be effectively accomplished within current processes (ex: on-line purchases).

### **Activities**

In addition to reviewing the self studies for the listed programs, the committee established a work group to develop an on-line program review process using Curricunet that will also include an annual report format. Having an annual component will ensure that institutional planning is based upon up to date information from all programs. Throughout the development process iterations have been shared and feedback solicited from all types of programs. Multiple volunteer programs are now testing the new format in paper form. This will provide the basis for final revisions before the on-line process is implemented.

The committee also provided orientation for programs scheduled to undergo review in 2011-12, met with the Institutional Effectiveness Committee, Institutional Research subcommittee and MIS, and provided regular reports to DPAC.

# **Program Review Career Services Executive Summary 2010-11**

## **General Comments**

The goal of Career Services is to enhance the career development process for students through internships, access to speakers addressing a variety of careers and related topics, workshops, on-line resources, career counseling, and career focused instructional classes. Program staff are committed to helping students understand that career exploration and preparation are integral to their educational experience.

To support their goals, the Career Services offers a variety of services:

- Career Counseling –delivered individually or as a unit in Counseling 20; may include career assessment tools, introduction to resources, help with career skills (job search, resume writing, interview skills etc.).
- Internships - maintenance and publication of listings, assistance to students in identifying and applying for internship experiences, internship classes (90 A,B,C,D), Internship Fair
- Employment Services – job postings, job search assistance, on-line resume review, job fairs and on campus recruiting, and workshops.
- Career Planning and Job Success Skills courses – one-unit classes focused on helping students gain information and skills to assist them in planning for careers and successfully applying for jobs in their chosen fields.
- Cool Careers Speakers Forums - annual series of panels, each focused on a particular career cluster.

The program supports a robust internship program. These are work-based learning experiences that allow students to explore a particular career. Recently, Career Services has limited participation in internships to SMC students, which staff believe has been a productive change. Students participating in an internship also earn credit for the experience and must meet defined requirements. Career Services solicits internship opportunities from employers, provides assistance in finding internships, helps students set learning objectives and obtains site approval, handles required paperwork, and works with different department faculty to monitor student work.

Career Services also offers numerous support services geared toward helping students prepare for employment. In addition to job leads - which are available through job fairs, employer visits to campus, and job postings - students can receive help with resume writing, interviewing skills, dressing for the interview, writing cover letters and thank-you notes, and conducting a job search. Multiple workshops on employment-related topics are also offered throughout the academic year. Especially popular are the Cool Careers Speakers Forums that address particular career clusters.

An active advisory board of industry representatives from a wide variety of career fields helps staff stay abreast of changes and trends in careers. Changes to the program, improvements in staff-developed resources, and adjustments to the Counseling 12 & 15 classes have been made in response to advisory board input.

Career Services staff is clearly committed to helping students and over time has increased the variety of services and been proactive in developing collaborations with other departments to support student success. The program is led by a full-time faculty leader with support from 3 permanent classified staff and, currently, 3 part-time counselors. Funding for the counseling staff fluctuates between district and grant funds so this staffing is not constant. Thus, it is incumbent upon the program to identify a critical level of services that can be maintained through changing budget cycles.

Career Services has mapped the ways in which the activities and services provided help students meet the ILOs. The staff has developed program and internship class SLOs as well as, in collaboration with the Counseling department, SLOs for Counseling 12 and Counseling 16. However, these eventually proved difficult to measure so new SLOs have just been identified. Satisfaction surveys have been administered for some program components/activities. Efforts have been made to gather data and measure student satisfaction with services. However, analysis and conclusions appear more focused on validating the program than on providing feedback on which to base program improvements.

## **Commendations**

The committee acknowledges the dedication of the Career Services staff and commends the program for:

1. Innovations and changes to the internship structure such as placing course materials on eCompanion, targeting placements for SMC students, and support for national internships.
2. Creation of the Cool Careers presentations.
3. Entering into a Job Fair partnership with Santa Monica Place.
4. Offering numerous workshops addressing career planning and job search techniques.
5. Revisions to SLOs.
6. Active engagement of program advisory board.
7. Staff efforts to keep up to date on changes in career fields.

## **Recommendations for Program Strengthening**

The committee recommends Career Services consider the following to further strengthen the program:

1. Working with Institutional Research to develop long term measures to identify trends and the effectiveness of program services.
2. Improving departmental understanding of the use and analysis of data.
3. Developing a strategic plan and set priorities for a core of services and student support to be maintained through budget swings.
4. Using assessment results of SLOs and other measures to inform goals for program improvement.
5. Bringing the Internship Program area of the Career Services website into compliance with accessibility standards.

**Program Review Chair**     *Mary C. Colavito*     4/28/2011

# **Program Review Executive Summary Earth Science Spring 2011**

## **General Comments**

The Earth Science department is comprised of four academic programs and one Career Technical Education program: Astronomy, Anthropology, Geography, Geology, and Sustainable Technologies. At the core, the common objective of these diversified programs is to help students discover the origin and development of the universe, our planet and humans, learn how the planet functions and comprehend the limits of the Earth's resources, and to realize the capacity of humans to alter many global processes. The depth of Earth Science course offerings is unusual for a community college. Strong enrollments in these classes are a testament to the strength of instruction and the vision of the department.

The department has made a concerted effort to collect, analyze and respond to data. Demand for courses in all four academic programs has been consistently high. (As a new program, there is minimal data on Sustainable Technologies). Enrollment, retention and success rates of students in Earth Science classes are similar to the college-wide numbers. The number of students aged 20 – 24 taking Earth Science courses is significantly higher than college-wide numbers and the department notes that encouraging students of color to take Earth Science classes is a continuing challenge. Not surprisingly, a higher percentage of Earth Science students indicate transfer as their goal when compared to the college-wide transfer aspirations. Perhaps related to that, the percent of full-time students enrolled in Earth Science classes is significantly higher than the percent of full-time students enrolled college-wide, which likely has an impact on student success and retention.

Earth Science has been engaged in the Student Learning Outcome (SLO) process from the beginning. SLOs were written for each course, each discipline, and the department, mapped to the ILOs, and revised in response to an evaluation process that engaged the whole department. Assessment data on the success of students meeting SLOs was captured over several semesters, in some cases resulting in revisions to the SLOs as well as to the assessment measures. The department participated in the on-line SLO pilot, which revealed that students were more successful in meeting SLOs in classes that included a lab component than in lecture-only versions of the same class. This data supports the previous assumptions by faculty that hands-on learning improves student performance and understanding of course material.

Since the last program review, Earth Science has taken leadership for the emerging Sustainable Technologies Program. Beginning with a single certificate in Solar Photovoltaic Installation in Fall 2009, two additional certificates have been added in Recycling and Resource Management and Energy Efficiency. To support the demand for trained workers in the growing field of sustainable technologies, additional certificates are planned. In recognition of the rapid growth of this field, a new full-time faculty position to take leadership for the discipline was approved.

Strong efforts to foster collaboration have been made among the department disciplines, as well as with other departments. Earth Science has participated in the development of the Interdisciplinary Studies AA, Environmental Studies AA, and Environmental Science AS degrees. In creating the Latin American Education Program, faculty sought participation from several other departments to create cross-discipline experiences. Through successful partnerships with other departments and institutions, Earth Science has been awarded or participated in multiple grants which have enhanced department programs and classes. Faculty have been energetic in seeking and creating opportunities to strengthen the program through additional funding.

Department creativity and commitment are particularly evident in the range of instructional projects and extra-curricular activities faculty have designed and individually supported to enhance student learning and success. Many faculty are engaged in on-going research and field work projects that provide students with hands-on, practical experience. Additionally, multiple discipline-related student clubs are sponsored by Earth Science faculty. Finally, the number of field courses developed and offered by the department is impressive for the variety of opportunities they offer to students. These are all time-intensive, extra activities which the faculty provide because they are committed to their fields and to educating students.

When completed, the proposed new Math/Science complex addition will include new classrooms, labs, offices, planetarium, and an observatory for Earth Science. Until then, the lack of adequate lab space and the impact on equipment and materials that are currently transported across campus to a variety of classrooms is a continuing concern for the department. This also limits the capacity of the department to consider adding lab components to lecture classes to improve student success, as indicated by the SLO data. Of particular concern to the department is the decreasing usefulness of the planetarium due to lack of staffing and aging equipment.

Despite these limitations, the department has participated in and implemented numerous innovative and exciting activities and programs. Given the core objective of the department, it is not surprising that the faculty have been leaders in the Global Citizenship and Sustainability initiatives. The multi-disciplinary Latin American Education Program study abroad program was developed by Earth Science faculty and serves as a model for such programs. Since 2008 nearly 100 students have participated in interdisciplinary-themed study in Mexico and Central America.

Throughout this well-written, extensive and thorough report, it is clear that the faculty are committed to their disciplines and engaged in sustained reflection aimed at program improvement. Pleas for additional staffing and facilities were a dominant theme throughout the report. Although rooted in a desire to improve each discipline, as a leitmotif it was less effective than documenting the many strengths and accomplishments of the programs and faculty.

### **Commendations**

The committee acknowledges the efforts of Earth Science to continue offering high quality instruction and experiences despite limited resources and commends the department for:

1. Continuing efforts to develop and maintain a robust curriculum.
2. Engagement in the Global Citizenship Initiative.
3. Development of common department goals.
4. Participating in the SLO pilot and standardizing SLO assessment.
5. Developing and taking leadership for the Latin American Education Program.
6. Developing a broad range of field study courses.
7. Participation in the development of and assuming leadership for the Sustainable Technologies program.
8. Engagement of Earth Science faculty in college-wide committees and campus activities, research, study abroad, and student clubs.
9. Successful acquisition of grants and other funding.
10. Attempts to maintain some level of Earth Science tutoring in the Learning Resource Center.

### **Recommendations for Program Strengthening**

The committee suggests Earth Science consider the following to further strengthen department programs:

1. Documenting responses to SLO assessment such as revisions to courses, programs, or SLOs.
2. Following through on evidence suggesting the incorporation of more hands-on activities in non-lab classes improves student success.
3. Ensuring that departmental CTE programs form an industry advisory board and that meetings are documented.
4. Further refining data presentation to ensure that comparisons are clear and relevant as well as documenting how data analysis informs decision-making.

## **Recommendations for Institutional Support**

1. Support the maintenance and staffing of the planetarium at a level which meets instructional needs, at a minimum.

**Program Review Chair**     *Mary C. Colavito*     5/18/2011



# **Program Review Executive Summary English Spring 2011**

## **General Comments**

The English department is the largest instructional department at the college. The overarching goal of the department is to give students writing instruction, critical thinking experiences, and reading strategies that will enable them to find, develop, and clearly articulate ideas so that they can succeed in their academic studies, occupational aims and life aspirations. Three program levels: transfer, developmental, and basic skills, address grammar and composition, reading, and literature.

This was an exceptionally thoughtful report, impressing the committee with the depth and breadth of reflection aimed at improving student success. The department clearly understands the critical role it plays in supporting the Institutional Learning Outcomes (ILOs) and the relationship of program and course Student Learning Outcomes (SLOs) to the ILOs. The department participated in the on-line SLO assessment pilot with 25 instructors assessing 49 sections. Initial results reflect the hierarchical nature of the skills measured and will certainly be a catalyst for discussion as faculty participation in on-line SLO assessment increases.

Recommendations from the previous program review were taken seriously and carefully explored. Energetic discussions have engaged the faculty and contributed to the significant curriculum changes the department is proposing. Since the last program review, new faculty hires, support from major grants, and opportunities for professional development have all contributed to the energy, commitment, and enthusiasm that is demonstrated in the report. Faculty have made great efforts to investigate a wide variety of strategies and best practices, implementing many that seemed the best fit for our students, including revising curriculum, evaluating SLO assessments, developing grading rubrics, and developing a common essay assessment. The number of full and part-time faculty participating in these efforts is laudable. Funding from the Basic Skills Initiative and other grants has contributed much needed support to these efforts.

Over time, the desire to help students succeed, especially those testing into developmental and basic skills levels, has led to a confusing increase in the number of courses required to reach college level English. Recognizing the need to streamline the English sequence, the department has created a new 5-unit C-level course combining reading and writing, which will be offered in Fall 2011. A similar course at the B level is anticipated for Spring 2012. Completing these courses will significantly reduce the amount of time it takes students to move through the sequence. This is a major shift for the department and demonstrates not only its responsiveness to changing demographics and student needs but also its commitment to student success. The report documents well the rationale behind these changes.

Although lab time is required for most C-level courses and one B-level course, access to these resources has been shown to positively impact students in all pre-college level courses. The increasing numbers of students enrolling in pre-college level courses has strained the ability of the department and the college to provide adequate access to resources. To supplement the support available through the English/Humanities Tutoring lab, English faculty created the Writing Center. Staffed by part-time English faculty paid through grant funding, the drop-in model has proven very effective. Recently, the English and Humanities Tutoring Lab and the Writing Center have been merged in a single location to become the Writing Humanities Tutoring Center (WHTC) offering both drop-in and scheduled appointments.

Consistent staffing of the WHTC is an ongoing problem exacerbated by the fluctuating needs for instructional assistants and the current personnel hiring structure. Grant funding has supported faculty tutors who supplement district funded Instructional Assistants (IAs). However, the demand for tutoring fluctuates depending on the term and the current Merit System positions and rules create a cycle of constant hiring and training of temporary IAs to supplement the core of permanent positions. The grant-funded SI program, essentially the training and use of student tutors to provide one-on-one and small-group tutoring, is another source of instructional support that has positively impacted student success. How, or whether, this support will be institutionalized when grant funding ends is of great concern to the English department.

Documenting the impact of tutoring on student success has been a concern for both the department and the college. The WHTC staff set up a computer tracking system to monitor daily student use of the center which has helped to identify trends in demand. An on-line survey of department faculty has provided information on how faculty publicize tutoring services and whether or not they require students to access them. The combination of funding support from the Basic Skills Initiative and increased staffing in Institutional Research is also beginning to generate data that will be extremely helpful in determining the effects of tutoring on student retention and success. Taken together, all of this information will support the efforts of the department and the WHTC to complete a formal assessment plan which will help inform institutional decision-making.

English 1 is consistently the highest demand class, yet it is worth noting that almost three quarters of first-time students assess below this level. The percentage of students placing in developmental or basic skills English has increased since mandatory assessment for entering students was implemented in 2004. This has had major implications for how the department has addressed curriculum, institutional improvement and the instructional environment. One area that particularly concerns the department is placement accuracy, especially, but not limited to, the placement of ESL students who enter at the English 1 level. Dialogue with the ESL department and the Assessment Center is an on-going effort to develop solutions and strategies that will more accurately place students and identify appropriate pre- and co-requisites. English and ESL have successfully collaborated on the Common Essay and this would be a logical extension of that collaboration on the front end.

The department has worked hard to engage all faculty, full- and part-time, in the discussion and decision making processes. For example, at the C level, full-time faculty meet with all part-time faculty, either in scheduled meetings or one-on-one, to

ensure everyone participates in discussions and planning outcomes are fully communicated. The department has created an eCompanion homeroom shell which serves as an easily accessible resource repository for course outlines of record, SLOs, sample assignments, and a venue for department-wide discussions. New faculty receive support and multiple materials that include instructional resources and department standards and expectations.

English faculty have enthusiastically embraced the use of instructional technology and feel that its use has increased instructor efficiency and improved student success and retention. How to maintain existing technology – largely funded by grants – and add new technology in additional classrooms is a concern. Since the last review the department has increased the on-line course offering and embraced eCompanion as an effective tool. English faculty are also among those who have been trained to use the Digital Learning Studio and the department offers several classes in this advanced facility.

While the English department is justifiably proud of their efforts which have increased student success rates, they also clearly feel they need to do more and have identified areas of focus for future efforts:

- Leadership within and for the department
- Teaching excellence
- Effective, responsible curriculum
- Tutoring and instructional support for student success

The number of English faculty involved in activities outside of the classroom is noteworthy. Faculty are taking leadership for, serving on, or supporting such varied activities as the Global Council, Student Success Committee, Literary Speakers Series, Great Teachers Series, Sustainable Works, Academic Senate committees, finding and bringing guest speakers to campus, and making presentations to the college community.

## **Commendations**

The English department has engaged in deep and thoughtful review and discussion resulting in numerous changes designed to improve student success. The committee acknowledges the collective willingness to engage in self-reflection and use the results as an opportunity to make numerous changes and commends the department for:

1. Alignment of department goals and activities with college goals and initiatives.
2. Faculty participation and leadership in many activities and initiatives across the college such as Global Citizenship and college-wide committees.
3. Faculty participation in professional development and efforts to actively share information by conducting workshops open to all faculty.
4. Participation in the SLO pilot.
5. Collaborations with other areas and departments such as ESL, Math, Counseling, and Student Support Services to improve student access and success.
6. Thoughtful changes to the curriculum such as the new combined C-level course, and scaffolding of assignments.
7. Implementation of common assessments.
8. Effective use of data to inform discussion and decision making.
9. Improvements in the percentage of C-level students moving to college level.
10. Implementing the effective strategy of linking reading and writing courses for a single cohort of students.
11. Moving to common textbooks and handbooks where possible.
12. Departmental embrace of instructional technology.
13. Efforts to expand instructional support through the writing Center and now the combined Writing Humanities Tutoring Center, as well as supplemental instruction.
14. Efforts to continue the successful Literary Speakers Series.

## **Recommendations for Program Strengthening**

The committee recognizes the many efforts made by the English department to identify and address a variety of issues aimed at program improvement, including the setting of future goals. The following recommendations for the department to consider to further strengthen the program are intended to build upon improvements already implemented or planned:

1. Documenting the evaluation and assessment of English 85.
2. Strengthening efforts to engage all departments in efforts to implement writing across the curriculum.
3. Continuing efforts to share successful teaching methods and strategies with colleagues in other departments.
4. Reviewing the efficacy of implementing non-credit modules to support the new accelerated curriculum models.
5. Continuing efforts to implement innovative approaches to tutoring and participate in efforts to identify funding sources to do so.
6. Continuing collaborative efforts with ESL and the Assessment Center to more accurately place ESL students in English courses.
7. Maintaining the level of self reflection and documentation evident in the current report.

## **Recommendations for Institutional Support**

1. Support English department efforts to develop staffing formulas for hiring instructional assistants that align with demand and do not place an excessive burden on the department.
2. Support efforts to develop a “writing across the curriculum” model that includes an effective level of student support.
3. Develop an institutional plan to support the increasing demand for instructional technology.

**Program Review Chair**     *Mary C. Colavito*     5/25/2011

# **Program Review Grants Executive Summary 2010-11**

## **General Comments**

The primary goal of the Grants Office is to support efforts to pursue, obtain, and manage public and private grant funding that will support and promote institutional goals and priorities. To accomplish this, the office engages in three distinct functions:

- Prospect Research – finding potential grant opportunities and disseminating this information to the campus community
- Grant Development – planning, writing, and submitting grant proposals
- Grant Management – assisting with the implementation of grant-funded projects so that outcomes are achieved on time, within budget, and in accordance with institutional, state, and federal rules and regulations

It should be noted the Grants Office is a small operation consisting of a full-time director and a part time administrative assistant and thus is not the sole area of the college which applies for and writes grants. Being proactive in establishing strong relationships with other areas of the College such as Fiscal Services, Institutional Research, and the Foundation has helped maximize access to resources and ensure adequate fiscal monitoring and compliance requirements are met, thereby increasing the effectiveness of the Grants Office. During the review period the college has maintained a fairly consistent base of \$6 million per year in grant funded revenue.

The Grants Office has developed a clear, strategic vision and goals that focus on developing long term relationships with and promoting awareness of SMC with different funding agencies, while ensuring there is appropriate institutional capacity to execute awards. The office is committed to maintaining a consistent grant funded base, and ensuring grant requests align with the institutional mission and goals and support one or more student, department/program, or institutional goals and priorities. To further this commitment, a Grants Advisory committee has been formed to provide input and recommendations.

It is not possible for the Grants Office to directly manage all grants awarded to the college so a number of resources have been developed to provide support to grant funded projects including:

- A web site that provides grant monitoring and tracking resources, including standardizing time and effort reporting;
- A grant management manual that provides new project managers with essential information regarding grant management at SMC;
- Grant/project manager workshops that address topics of interest to managers;
- Financial resources to expand and/or enhance the efficiency and effectiveness of SMC's support services to assist grant-funded projects; and
- One on one consultation by Grants Office staff with grant/project staff.

The committee acknowledges the Grants Office for maintaining a deft balance between the distinct functions. Well written, measurable outcome objectives for each function have been developed which clearly support the institutional learning outcomes and goals. These outcomes strengthen the ability of the Grants Office to assess its effectiveness in addressing the resource development needs of the college. Criteria have been developed by which all potential projects are assessed, which aids in planning and prioritization. Overall, the Grants Office annually reviews and assesses its effectiveness using tangible outcomes. There are plans to add qualitative evaluation tools as well.

Economic and political factors often precipitate shifts in available funding and the focus of funding agencies. The Grants Office has done an excellent job of keeping abreast of these changes and adjusting grant application strategies accordingly. The report includes several recommendations for institutional support that could potentially increase the ability of the college to win significant awards or help defray hidden costs to execute the grant. If the college were to undertake the steps necessary to negotiate a federally approved indirect cost rate it could help to support the impact on Fiscal Services imposed by grant compliance and monitoring. Currently many federally funded programs are targeting specific underrepresented groups. As college goals are reviewed it may be worth considering changes in language to enhance the college's competitiveness for these targeted funds.

Accurate data is critical to the ability of the college to qualify for many funds so it is incumbent upon the institution to bear this in mind when reviewing regularly reported data. For example, whether or not the college meets criteria to be considered a Hispanic Serving Institution (HSI) has been called into question. Thus, a priority concern for the Grants Office is to ensure that accurate, consistent data is available. Collaboration with Institutional Research and Information Services has been critical to resolving some of these issues. Recent staff additions in Institutional Research should further strengthen the ability of these offices to help effect solutions.

## **Commendations**

The committee acknowledges the Grants Office for a well thought out and clearly written report and commends the office for:

1. Ensuring grants pursued align with the institutional mission and strategic goals.
2. Leveraging resources through working with other areas such as the Foundation.
3. Collaborating with Fiscal Services to ensure grants meet compliance and audit requirements.
4. Proactive efforts and support to train Fiscal Services staff and grant managers.
5. Developing a clear strategic vision along with tools to assist in making grant application decisions.
6. Developing resources to support grant managements such as workshops and training, grant management manual, and a resource website.
7. Forming a Grants Advisory committee.
8. Developing measurable outcomes.
9. Staying current with changes and trends in the grant world through active involvement with the Council for Research Development and other resources.
10. Collaborating with many departments and programs across the college.

### **Recommendations for Program Strengthening**

The committee acknowledges the limited staffing of the Grants Office and recognizes the many accomplishments related to planning, development of resources and securing grants. To further strengthen the program the committee recommends the office consider the following:

1. Developing an annual grant calendar to aid institutional review and planning.
2. Setting a regular meeting schedule for the Grants Advisory committee.
3. Implementing a user satisfaction survey.
4. Working with department chairs to develop a plan to engage more faculty in writing grants that the institution identifies as priorities.

### **Recommendations for Institutional Support**

1. Move forward with establishing a federally approved indirect cost rate.

**Program Review Chair**     *Mary C. Colavito*     4/28/2011



# **Program Review Institutional Research Executive Summary 2010-11**

## **General Comments**

Since the previous program review, Institutional Research has had multiple changes in staffing and leadership, which severely impacted program operations and effectiveness. At the time of this report, the office was achieving stability and had just completed hires to reach the maximum current staffing level. Despite these challenges, and the increasing demands by the college community for research support, the achievements of the office in the last year have been remarkable – a period during which the only staff member was the Director.

Achievements and activities include developing and providing a standard data set for instructional units undergoing program review, helping numerous departments develop surveys, working with the S/ILO Committee to support programs in writing and assessing SLOs, preparing the first Institutional Effectiveness Report and developing a supporting matrix, conducting multiple studies, and making significant improvements to the Institutional Research website, including access to numerous resources. The office also provides significant support to the Basic Skills Initiative, conducts placement test and course prerequisite validation studies, and offers training in various research tools. To accomplish all this and more, the office works with an advisory committee as well as other bodies to set priorities and an agenda for meeting institutional research needs.

Well defined goals are linked to core functions and support a customer-friendly approach to service. Since Institutional Research is an administrative unit and does not provide direct instruction or services to students, the unit developed clear service unit outcomes instead of student learning outcomes. Although the outcomes have yet to be assessed, a recently administered satisfaction survey indicates a high degree of respondent satisfaction with Institutional Research support; respondents primarily received assistance with program review, surveys and SLO assessment. The office serves all campus groups as well as providing assistance and reports to external groups, and preparing required institutional performance reports.

Despite the relative newness of Institutional Research staff there is a sense of collegiality and collaboration that is evident in unit interactions across campus. Staff members willingly participate in committees, where their expertise is appreciated. Workshops and training for various departments and groups have further strengthened the positive impact of the office. However, it should be noted that the demands for increased institutional accountability and response to accreditation recommendations will place further responsibility on the office.

## **Commendations**

The committee acknowledges the turnover in staff and leadership experienced by Institutional Research in recent years and therefore that the transformations the unit has achieved in the last year are particularly worthy of note. Institutional Research is commended for:

1. Many accomplishments and assistance to multiple areas of the college despite limited staffing of the office.
2. Establishment of an Institutional Research plan and research agenda.
3. In depth support to the CTE committee and units, and the Basic Skills initiative and instructional departments.
4. Creation of a standard set of program review data for instructional programs.
5. Outreach to other departments and groups on campus and delivery of training and workshops.
6. Development of service unit outcomes.
7. Support to the S/ILO committee and numerous programs in writing and assessing outcomes.
8. Improvements to the Institutional Research website including access to reports and resources.
9. Creation of the Institutional Effectiveness Report and matrix.

## **Recommendations for Program Strengthening**

The committee recommends Institutional Research consider the following to further strengthen the program:

1. Assessing service unit outcomes and develop a more systematic evaluation of unit effectiveness.
2. Developing additional resources, tools, and training to enable others to conduct inquiry and research, thereby building research capacity.
3. Developing protocols for accessing data and requesting research assistance.
4. Developing a system for tracking workload to improve efficiency and effectiveness.

**Program Review Chair**     *Mary C. Colavito*     4/28/2011

**Program Review  
Workforce & Economic Development  
Community Service  
Executive Summary  
2010-11**

**General Comments**

Separate reports were submitted for Workforce and Economic Development and Community Service. However, both functions are now under the same leadership and it is evident that Community Services is becoming more integrated with Workforce and Economic Development. To acknowledge and encourage this transition, and to make it easier for the units to submit future program review reports, this executive summary will address the areas as a single unit.

Since the last program review, there have been multiple changes in leadership and reporting structures for the programs encompassed in this review. The charge to the unit is to integrate career technical education (including the development of new and expansion of existing credit programs, and workforce training), support for local economic development through the Small Business Development Center (SBDC) and contract education, and professional training offered through Community Services. To that end, a vision and broadly defined strategic goals have been developed. However, the breadth of the goals makes them difficult to measure and specific action plans are either yet to be developed or were not included in the report.

Many programs/activities developed by the unit have been implemented with grant funding. This has proved to be an effective catalyst for initiating training that then leads to the development of credit career technical courses and programs. A good example of this is the workshops that led to the development of the Photovoltaic program. Other activities such as the I Am Santa Monica training program have directly served local business and strengthened college ties with the local public and private sectors. The SBDC has been recognized for its efforts and successes in providing assistance to small businesses and pre-venture entrepreneurs. Internally, the SBDC has been presenting seminars and workshops for career technical programs, especially those whose students are most likely to become independent contractors or business owners.

Community Services has been fortunate to have a core of excellent long term staff who have provided stability during multiple transitions. The program has maintained a traditional community education program while also adding innovative offerings by partnering with on-line course providers to offer specialized on-line training and with West LA College to share facilities and instruction. In support of career technical programs, Community Services has provided the mechanism for offering professional certification testing.

One area which all unit programs need to address is the development and assessment of outcomes; service or program outcomes would be more appropriate than student learning outcomes. As this is a requirement for the institution to reach proficiency by Spring 2012, this should be a top priority for both Workforce and Economic Development and Community Services.

## **Commendations**

The committee recognizes the challenges arising from multiple changes in leadership and reporting structure and commends the unit for the following:

### **Workforce and Economic Development**

1. Greater integration of Workforce and CTE programs and ensuring CTE is the driving focus behind program planning.
2. Participation on the CTE committee and collaborations with CTE program faculty to develop career pathways and new credit programs.
3. Awards and recognition of the SBDC efforts and programs.
4. Local partnerships to deliver the I AM Santa Monica training.
5. Increase in CTE professional development training.
6. Production of the CTE Economic Report.
7. Implementation of a comprehensive website.
8. Participation in and awards of grants focused on CTE programs.
9. Efforts of multiple fronts to stay current with industry and economic trends and the impact these have on our CTE programs.

### **Community Service**

1. Implementation of an on-line registration system.
2. Improvements to website including access to on-line registration and class rosters.
3. Partnership with on-line course providers to increase availability of web-based training.
4. Facilitating testing for professional certification.
5. Collaboration with the SBDC to offer training opportunities to the community.

## **Recommendations for Program Strengthening**

The committee acknowledges the changes and improvements made by the unit and recommends the following be considered to further strengthen unit programs:

### **Workforce and Economic Development**

1. Developing and assessing unit outcomes.
2. Ensuring that institutional priorities are the catalysts for and align with future partnerships and grant applications.
3. Expanding on current successes in identifying and developing opportunities for new programs.
4. Ensuring that credit faculty are engaged in planning for potential new programs at the earliest stages, including implementation of contract training.
5. Reviewing the impact of budget cuts on activities and programs and prioritizing those for which seeking continued funding is critical.
6. Assessing requirements and developing strategies for creating databases and tracking systems to increase program efficiencies.

## **Recommendations for Program Strengthening (continued)**

The committee acknowledges the changes and improvements made by the unit and recommends the following be considered to further strengthen unit programs:

### **Community Services**

1. Developing and assessing unit outcomes.
2. Exploring partnerships like that with West LA College to share costs and increase potential offerings.
3. Determining the best strategies for developing and implementing targeted marketing.

Program Review Chair     *Mary C. Colavito*     5/5/2011

# **Program Review Executive Summary Disabled Students Programs & Services Fall 2011**

## **General Comments**

This was a thoughtful and well written report reflective of the strength of Disabled Students Programs & Services (DSPS). A long standing program at Santa Monica College, DSPS is comprised of eight different areas (Counseling, High Tech Center, Alternate Media Services, Learning Disability Program, Developmental Disability Program, Acquired Brain Injury Program/Pathfinders, ADA 504 Compliance, and Deaf/Hard of Hearing Services) designed to help students with disabilities participate and succeed in SMC programs and activities. A dedicated and committed staff has created such a successful, deep, and broad array of programs and services that the SMC DSPS is a nationally recognized model.

In 2010-11, DSPS served approximately 1600 students, a 32.6% increase since 2005-06. Files are maintained for every student seen, although the numbers reported to the Chancellor's office for funding are slightly lower due to very specific definitions and limitations for reimbursement eligibility. DSPS students present a wide variety of disabilities and achievement levels, yet overall their demographics and success rates do not vary significantly from the overall college population, nor have they changed much since the last program review. What has changed is the increase in certain disabilities, such as autism spectrum disorders.

DSPS was an early participant in the SLO process. SLOs (now SUOs) have been created and assessed for all 18 DSPS courses, as well as program SLOs applicable to each DSPS unit. After several years of assessing and modifying the program SLOs, DSPS has recently created new SLOs. All DSPS faculty have been engaged in regular discussions of the SLO/SUO process, which has helped to increase awareness of what students should learn from interactions with the programs. DSPS staff have a clear vision focused on student success and a deep understanding of the needs of the students served.

As a long-time core program, DSPS is a tremendous resource not only for students, but for the rest of the college community as well. DSPS faculty proactively collaborate with many other campus programs and departments as well as among the different DSPS program areas. Program faculty commitment extends to serving on numerous college committees and workgroups to ensure that disability-related issues are considered in institutional discussions and decision making. The diverse backgrounds of program faculty are an added strength.

DSPS operates under both federal and state laws, which are complex and frequently re-interpreted based on new legal decisions. DSPS faculty work hard to stay up to date and ensure that the college remains in compliance. Although DSPS is a categorical program receiving special funding from the state, these allocations are insufficient to cover program costs, including those that are mandated. Program leadership does an excellent job of attempting to manage costs within compliance requirements. Program staff are also critically aware of the need for timely responses to requests for accommodation; the lack of complaints attests to DSPS efficiency and responsiveness.

Although laws protecting the rights of disabled persons have been in existence for many decades, a number of college faculty and staff are still unaware of the institutional and individual responsibilities associated with complying with these regulations. DSPS staff have consulted with individual faculty, made training available to departments and programs, and generally extended opportunities for increased awareness across the campus. Due to the serious nature of non-compliance however, DSPS and the college should consider providing such training in a college-wide setting, for example during flex days.

One area of concern is the need for an institutional Section 508 plan and a compliance officer to develop a plan and manage implementation. The 1998 amendment to Section 508 of the 1973 Rehabilitation Act specifies standards for purchasing and creating accessible electronic and information technology. Current DSPS staff have attempted to address at least some of the 508 requirements, but as more faculty regularly employ technology in the classroom the need for a comprehensive plan and a compliance officer is heightened. As this is a federal mandate, the college should review options for ensuring that Section 508 requirements are met.

Another on-going concern relates to inadequate test-proctoring facilities and staffing. DSPS has seen an increase in the number of students needing alternative testing situations. The current proctoring room, intended to be temporary, is neither adequate nor sufficient and is somewhat distant from staff who might otherwise be able to provide additional support. The new Student Services building will address this need, but construction delays mean that a better interim solution needs to be found.

Although currently scattered across the main campus, DSPS program areas will be united in one area when the new Student Services building is completed. This should further enhance inter-program collaboration and facilitate staffing support for and management of the wide array of services provided.

Many of the DSPS faculty who have been with the program for a long time are intending to retire soon. The program has begun to develop transition/succession strategies, and it would behoove the college to support and expand these plans to ensure that the program remains strong as any reduction in the ability to maintain compliance could be costly to the institution.

## **Commendations**

The committee applauds DSPS for a well written, integrated report that involved everyone in the program and commends the program for:

1. Development, assessment, and revision of SLOs.
2. Clear focus on student success and using documentation through data collection and other tools to inform discussions of program improvement.
3. Responsiveness of program faculty to student needs and obvious passion for the vision of the program.
4. Outreach to faculty and efforts to provide training and awareness of the needs of students and the variety of disabilities they may be presented.
5. Collaboration with other programs and departments across the campus.
6. Efforts to help disabled students served recognize their limitations, take responsibility for their life plan, and to become self advocates.
7. Serving increased numbers of students with essentially the same level of resources.
8. Staff knowledge of laws and interpretations of laws regarding disabilities and efforts to ensure the college remains compliant.
9. Revisions to DSPS curriculum.
10. Staff willingness to take on additional duties of some monitoring of 508 compliance.

## **Recommendations for Program Strengthening**

The committee acknowledges the thoughtful analysis and suggestions for program improvement included in the report, upon which the following recommendations to strengthen the program are based:

1. Increase efforts to provide in-service training to all faculty.
2. Expand strategies and implementation of the DSPS staffing succession plan.
3. Expand efforts to address changing needs generated by changes in the student population (such as the increase in students with autism).
4. Create a web page to help college programs address web accessibility issues.

## **Recommendations for Institutional Support**

1. Support the development and implementation of a Section 508 compliance plan and identify a 508 compliance officer.
2. Provide support to assist programs developing and maintaining accessible web sites.
3. Review the current facilities, staffing and needs for proctoring, and develop a workable interim plan.
4. Investigate the feasibility of mandating institutional training on legal responsibilities and requirements, both institutional and individual, related to serving students with disabilities.

**Program Review Chair**     *Mary C. Colavito*     4/6/2012



# **Program Review Executive Summary Human Resources Fall 2011**

## **General Comments**

Since the last program review, Human Resources (HR) has undergone a major reorganization. A comprehensive review of the HR structure and functions led to Board approval of reorganization in Fall 2009. As a result, the office has established distinct units staffed with personnel having expertise in the identified areas of responsibility. To support this, new positions have been established, some old positions have been abolished, and staff duties have been realigned to support unit functions. In addition to streamlining functions, increasing efficiency and accuracy, and improving overall operations, these changes have eliminated redundancies and resulted in personnel cost savings. Thus, this program review report serves to document the changes and results and provides a blueprint for continuing improvements moving forward.

The review that led to the changes was helpful in identifying not only structural issues but also areas that needed improvement. These included areas with the largest percentage of problems such as liability exposure for the District, coordination of leaves and benefits, and time-keeping and recording issues. While not all of these problems were solely the responsibility of HR, long standing practice, combined with system issues, certainly contributed. It is clear that HR took the review findings seriously and has committed to addressing them.

In the last year, HR has been able to expand into additional quarters contiguous to existing assigned space. This has improved staff morale, improved work flow through locating unit staff together, and helped to communicate the reorganization structure to the larger college community. Along with creating and restructuring individual units within HR, the office has also undertaken multiple audits and used the results to improve processes and reporting. For example, benefits reconciliation managed by the benefits unit has cleaned up record keeping and reporting which has resulted in significant annual savings to the District. Recruitment and Operations has implemented an on-line application process for faculty hiring. Other notable achievements include revising and updating the HR website and implementation of a digital storage plan. All units have worked hard to improve customer service and relations, cross train within units, and provide training to service users.

It takes time to accomplish such a massive restructuring. Human Resources has embarked upon this in a thoughtful manner, gathering and analyzing data and feedback and systematically making changes. Efforts have been made to communicate internally and externally, to develop cohesive plans and approaches, and to identify continued improvement to be addressed moving forward. Human Resources managers and staff

are justifiably proud of the accomplishments and achievements of recent years and demonstrate a commitment to continue the process of review and improvement.

## **Commendations**

The committee commends Human Resources for a well organized and thorough report. The reorganization of the entire HR operation was a huge undertaking and commitment and the committee acknowledges the ensuing improvements that have increased the effectiveness, efficiency and service of all units and functions. Of particular note are:

1. Implementation of the on-line application process for faculty hiring.
2. Increased publicity and access to retirement seminars and information for all college staff.
3. Ongoing savings achieved for the District through reorganization staffing changes and benefits reconciliation.
4. Increased training opportunities focused on needs identified by HR staff as well as the larger college community.
5. Revisions to the HR website.
6. Cross training of staff.
7. Creation of a faculty handbook.
8. Improved orientation for classified and academic new hires.
9. Improved communication and relations with the Personnel Commission.

## **Recommendations for Program Strengthening**

The committee recognizes the vast changes and improvements made since the last program review and recommends that Human Resources consider the following to further strengthen the operations:

1. Develop a comprehensive assessment plan that encompasses both the full operation and individual units with identified benchmarks. For those areas primarily delivering a service or training ensure that the assessment modes go beyond a satisfaction survey.
2. Work with appropriate planning bodies to develop a District Staffing Plan
3. Identify further improvements to be made to tracking policies for employment leaves.
4. Develop a comprehensive list of employment and labor-related policies and regulations to be developed or updated.
5. Identify and develop appropriate training for HR staff to improve understanding and update knowledge and changes in the many complex rules, agreements, policies and regulations affecting Human Resources operations.
6. Develop a database for tracking complaints and investigations.
7. Investigate options for creating an on-line system to facilitate employment processing once a hire has been made.
8. Develop an exit interview process.
9. Develop an integrated Professional Development plan that addresses the institutional culture, and incorporates college initiatives and planning processes.
10. Develop a master training plan for the District.

## **Recommendations for Institutional Support**

1. Review the College's relationship with LACOE and determine options for addressing problems with the system, the true cost to the District in terms of staff time, opportunities for errors and inconsistencies, and opportunities for improving efficiency.
2. Support efforts by Human Resources and Payroll to align record keeping and differences in interpretation of leave policies.

**Program Review Chair**     *Mary C. Colavito*     4/6/2012

# **Program Review Executive Summary Transportation Fall 2011**

## **General Comments**

Santa Monica College has a very small main campus site. As a result, in recent years the College has acquired or leased multiple sites to accommodate program needs. There are now 4 satellite sites – Bundy, Airport, AET and PAC - which each house specific programs as well as general education classes. To serve the many students who take classes at multiple sites the College has developed a transportation plan which addresses both parking needs and the movement of students between sites. The transportation piece of the plan is managed by the Transportation department.

The Transportation department is one of several services operating under the Auxiliary Services umbrella. Staff reports to the Director of Auxiliary Services and consists of a transportation supervisor and several drivers. In addition to collaborating with the City of Santa Monica Big Blue Bus (BBB), which provides transportation service to college students and staff through multiple BBB lines that connect to the main campus and other college sites, the SMC Transportation department runs shuttle services between college sites that are not included on the BBB routes. The College has a fleet of 3 small shuttle buses.

In addition to the BBB and SMC –operated shuttle service, Transportation also manages contracted bus/shuttle services which cover times and routes not covered by the other two services. Transportation can provide drivers on occasion for specific college sponsored activities, and also is responsible for maintaining college vans, as well as the buses.

This is the first time that the Transportation department has presented a program review and it is clear the department views itself as an operations service provider. The report is a compilation of services, functions, and collaborations with an emphasis on their admirable record of timely responsiveness and customer service.

The department has made a valiant attempt to write goals and outcomes and to align them with the Institutional Learning Outcomes. However, as with other operational units with little experience writing goals and outcomes, the Transportation department is in need of additional guidance and help in writing measurable outcomes. Methods and tools for effectively assessing department outcomes are not in place, nor is there a sufficient or accurate collection of data. Currently, the department reacts to individual complaints (ex. a bus not maintaining the posted schedule due to some traffic impediment) but has no method for assessing overall customer satisfaction or collecting positive feedback.

What stands out to the committee is the premium the department places on customer service, the efforts expended to immediately address any problems related to service delivery, and the commitment to collaborate with other areas of the college to deliver service and support college initiatives and goals. For example, in support of the college commitment to sustainability, the Transportation department has converted a number of college owned transportation vehicles to use compressed natural gas (CNG). This support of the college goal to decrease the institutional carbon footprint is notable because limited CNG infrastructure adds significant time and cost to fueling the converted vehicles – impacts which fall to the department to address. The Transportation department was also a major participant in the implementation of the bus card swipe used by BBB riders.

### **Commendations**

The Transportation department is commended for:

1. A strong customer service focus and immediate response to any complaint or problem.
2. Active participation in college planning bodies and collaboration with other areas of the college to deliver comprehensive transportation service.
3. Department emphasis on honesty and integrity of staff in all dealings with students and staff.
4. Thoughtful investigation and adoption of current technologies such as CNG conversion of vehicles and the bus card swipe.

### **Recommendations for Program Strengthening**

The committee recognizes the responsiveness and customer service emphasis of the department. Developing tools to effectively assess program goals and outcomes and systematic collection of data to document results are areas the department should particularly address. The committee recommends the department consider the following to further strengthen the program:

1. Consult with the Academic Senate Joint Institutional Effectiveness Committee to develop measurable unit outcomes and methods for assessing them.
2. Consult with Institutional Research to identify tools for regularly gathering and documenting data about unit effectiveness.
3. Formalize timetables and methods for gathering data and feedback.
4. Consider the feasibility of combining the Transportation department web presence with the Transportation options screen on the new college website to minimize confusion and streamline updating of information.

**Program Review Chair**     *Mary C. Colavito*     4/6/2012

# **Program Review Executive Summary Upward Bound Fall 2011**

## **Comments**

Upward Bound is a federally funded program that targets low-income high school students who are potential first-generation college students with the objective of providing multiple support tools and experiences designed to improve participant skills and motivation to enter and succeed in post secondary education. The program is currently in the last year of a five-year funding cycle and expects to apply for continued funding.

The program serves 50 high school students in grades 9 - 12 from two SMC feeder high schools that meet program criteria. Employing a time intensive, hands-on approach, program staff deliver services and activities to participants both at the high school during school hours and at the college through a variety of weekend and summer activities. Support includes counseling, academic advising, instruction in prescribed core curriculum, tutoring, career information and cultural awareness. The program also offers programming to engage participant parents.

Upward Bound is unlike any other support programs at the college because it provides services to high school students rather than SMC students. Program participants are not enrolled in college classes at any time during the four years a student could potentially be in the program. Thus, program activities and parameters are aligned with and meet K-12 requirements and regulations, not those of SMC. This alignment creates challenges for the program, particularly in hiring because high school rather than college criteria are the measures. Internally, other than the project manager, the program has been limited to temporary hires for staffing which impacts program stability and consistency. It should be noted that program staff have done an excellent job of finding ways to surmount these barriers.

The program has developed SLOs, some of which have more concrete measurements than others. Student self reporting is the primary tool for assessing SLOs and program goals. If refunded, the program should consider developing more comprehensive assessment tools. It should be noted that successful efforts have been made to reach out to and engage the parents of program participants as one method to reinforce program objectives.

The instructional requirements of the program are mandated by the grantor. Finding ways to address the described core curriculum, intended to improve student performance in high school, has been a challenge since at any time program participants are enrolled in four different grades: 9th – 12th. Seminars and workshops have been the preferred format for delivering this content.

The goal of the program is for students to enter post secondary education. Program staff are clearly committed to helping participants succeed, both in high school and in college. The program leader has a strong grasp of the underlying dynamics affecting student success for this population as well as effective strategies to keep students motivated. Although the program serves a relatively small number of students it is a population that requires constant engagement.

Upward Bound students who choose to attend Santa Monica College have been easy to track and document. To follow the progress of students who enroll in other institutions either directly from high school or on transfer from SMC, staff access the national student clearing house and do direct follow-up by phone and home visits. Both during participation in the program and afterward, staff are constantly and actively engaged with students and clearly understand the needs and dynamics of the program participants.

### **Commendations**

The Upward Bound program is a resource-intensive program directed at low income, potential first-generation college students. Staff commitment to student success is very apparent. The Upward Bound program is commended for:

1. Consistently improving program results, including the number of participants completing the program and graduating from high school.
2. Proactively seeking engagement and feedback from students and parents.
3. Exceeding the target values set as program goals.
4. Collaborating with multiple departments across the college.
5. Clear passion and commitment of program leadership to the program and the students.

### **Recommendations for Program Strengthening**

The committee acknowledges the uniqueness of a support program that does not include any college level curriculum and recommends the program consider the following to further strengthen the program:

1. Develop assessment tools that go beyond student self reporting. The Academic Senate Joint Institutional Effectiveness Committee might be helpful in determining the most effective tools.
2. When applying for renewed funding, consider ways to more clearly define program structure, methods to be used in designing program activities and curricular content, and the parameters for selecting participants.
3. Investigate the possibility of creating a contract with participant parents as well as the students.
4. Collaborate with other college programs and resources to maximize outreach and recruitment at the target high schools.

## **Recommendations for Institutional Support**

The committee recognizes the difficulties inherent in delivering a program that aligns with high school requirements and recommends that the institution:

1. Find a way to support the employment needs of federally funded programs that don't fit neatly into college processes and systems but must still meet federal requirements.

**Program Review Chair**     *Mary C. Colavito*     4/6/2012



# **Program Review Executive Summary Veterans Resource Center Fall 2011**

## **General Comments**

Santa Monica College has been helping veterans transition from the military to academia and processing required GI Bill benefits paperwork for decades. However, in 2004 the decision was made to consolidate multiple scattered support functions to streamline the process for students and the seed for what became the Veterans Resource Center was planted. In 2005 the first “Boots to Books” class was offered. However, it wasn’t until 2010 when dedicated space was provided to consolidate all veterans support functions and services that the Center became a program.

Since 2004, the number of veterans receiving benefits has grown from approximately 125 students to almost 600 - with numbers expected to swell even more in the short term as troops return from Afghanistan and Iraq. The most common injuries suffered by the new wave of returning veterans are Traumatic Brain Injuries (TBI) and Post Traumatic Stress Disorder (PTSD). Recognizing that a safe environment where veterans could make the adjustment to academia was critical for the contemporary veteran, the college allocated temporary space for a Veteran’s Resource Center in the Liberal Arts building until the new Student Services building is completed.

A small but dedicated staff has provided strong support and advocacy for student veterans. In 2010 the Center was awarded a three year Fund for the Improvement of Postsecondary Educations (FIPSE) grant. Grant funds are enabling the Center to expand services and support designed to increase access, retention and completion rates of veterans.

Program staff have developed strong collaborative relationships with other college programs such as DSPS, as well as external programs and groups such as the West Los Angeles Veterans Administration Hospital and public health programs. For example, an agreement with non-profit support initiative U.S. Vets provides a psychologist to meet with veterans and their families. Working with DSPS, the Center has established a small assistive technology lab for veterans suffering from TBI equipped with computers with assistive technology, as well as securing smart pens for check out. Through the Library the Center has set up a check out system for books and assistive tools.

Additionally, Veterans Resource Center staff have made a significant effort to reach out to the greater SMC community to provide training and information about special needs and issues of veterans. The transition back to civilian life, especially for veterans

suffering from PTSD and TBI, is difficult and stressful, so faculty and staff understanding is critical to providing a fully supportive environment.

In addition to the objectives developed for the FIPSE grant, the Veterans Resource Center has also written SLOs, although formalization of the Center as a program is too recent for assessment to have taken place. To support the FIPSE reporting requirements Center staff have collaborated with Institutional Research (IR) and Management information Systems (MIS) to collect data that is and will continue to be valuable for assessing program effectiveness and to guide future program planning.

Recognizing that the number of veterans seeking to attend SMC will grow in the near future, program staff have been proactive in seeking sources for funding to maintain the program when the FIPSE funding ends. It is clear that program staff are committed advocates for the veteran population. This is a model program which deserves wider recognition.

## **Commendations**

The Veterans Resource Center is commended for:

1. Strong advocacy and commitment to veteran success.
2. Efforts to build a sense of community and emphasis on academic achievement and social reintegration of veterans.
3. Efforts to educate SMC faculty and staff about the needs of veterans.
4. Collaboration with on-campus and off-campus agencies, groups, and entities to strengthen services for veterans.
5. Proactive pursuit of grant funding, including the award of a significant FIPSE grant.
6. Use of the library check out system for issuing books and tools to veterans.
7. Formation of an advisory group.

## **Recommendations for Program Strengthening**

The committee recognizes the excellent work of the Veterans Center and the positive way in which program growth has been addressed. Developing tools to effectively assess SLOs is an area the department should particularly address. The committee recommends that the program consider the following to further strengthen the program:

1. Develop SLO assessment tools and document assessment results.
2. Ensure that the collecting and reporting of data is consistent and that it is clear what the numbers represent.
3. Develop strategies for engaging students who declare veteran status who do not use the Veterans Resource Center.
4. Expand efforts to improve veteran resiliency through social interaction and integration into the general student population.
5. Seek opportunities to gain wider recognition of the Veterans Resource Center as a model program.
6. Continue efforts to seek additional funding.

## **Recommendations for Institutional Support**

1. Determine the level of support the institution currently provides to support the Veterans Resource Center and assign a distinct location code to improve documentation of institutional support, especially for purposes of grant applications.

**Program Review Chair**     *Mary C. Colavito*     4/6/2012

# **Program Review Executive Summary Welcome Center Fall 2011**

## **General Comments**

The Welcome Center is an outgrowth of a recent Title V Developing Hispanic Serving Institutions (HIS) grant and Basic Skills Initiative funding, thus this is the Center's first program review. Initially developed to increase the success rates of Hispanic students, many of whom test into basic skills coursework, the center has proven so successful that it was institutionalized in 2010 when grant funding ended. Now an important component of the Santa Monica College's enrollment and retention plan, the Welcome Center sees about half of all new students.

The population served by the Welcome Center has changed somewhat over time and as students learn about the Welcome Center more are self referring for the ease of a constant drop-in approach. Originally targeting recent high school graduates during their first year of attending SMC full-time, the Center now sees more part-time students, students who have completed more than 30 units and students who are also being served by other college programs. These changes are prompting discussion and review of the mission of the Welcome Center – a discussion which needs to take place within a broader institutional context.

Although a plethora of demographic data, enrollment patterns, counseling contact patterns, and basic skills patterns is collected, the program is now mature enough to begin looking for measures of impact on success and retention and other more meaningful data to inform program decision making and improvement. One important source which the program must focus on is SLO assessment. The report indicates that after multiple years of discussion staff have not been able to agree on SLO assessment, which has been inconsistent at best. With the imminent ability to record assessments of counseling in the ISIS portal, the program should be able to move beyond discussions of modes of assessment to consistent assessment and evaluation of the results.

The primary service provided by the Welcome Center is academic counseling through a variety of programs and modes. The highest proportion of students is served through drop-in counseling, with individual counselors seeing dozens of students a day during peak times. This places a heavy burden on counselors and staff burnout is a concern. Welcome Center counselors participate in a number of counseling support initiatives and programs and also work closely with academic and student service and support units. Efforts have been made to leverage resources and collaborate with other counseling programs, such as Outreach, to ensure that the Welcome Center is staffed year round.

Through analysis of usage patterns a number of trends have emerged, some of which have been addressed by changing days and hours of operation. Other trends, such as the large percentage of students with more than 30 units completed using the Welcome Center drop-in service, may be the result of students seeking immediate service wherever they can find it. Assessment and greater coordination of all counseling services could be a tool to ensure that the broadest number of students is served.

### **Commendations**

The committee recognizes the Welcome Center is a new and innovative program that is transitioning from a grant funded program to one that has been institutionalized. As the initial point of counseling contact for many first-time students, the Welcome Center lives up to its name and projects a welcoming face for SMC. The committee commends the program for:

1. Implementing the Title V grant so well that the Welcome Center has become institutionalized.
2. Effectively achieving the grant goals.
3. Serving large numbers of students, especially assisting significant numbers of at risk students.
4. Collaborating with other programs, such as Outreach, to staff the Welcome Center year round.
5. Collaborating with other areas and programs and participating in activities such as VIP Welcome Day, Fantastic Days, and the Basic Skills Classroom Visitation Project.
6. Adjusting hours of operation to better serve students.

### **Recommendations for Program Strengthening**

The committee reminds the Welcome Center program that SLO assessment to reach proficiency by June 2012 is an institutional priority, and recommends that the program consider the following to further strengthen the program:

1. Ensure that SLO assessment takes place during Spring 2012.
2. Prioritize the self recommendations made in the report as well as the data to be collected and analyzed to inform decision making for program improvement.
3. Review the mission of the Welcome Center within the broader context of all the student services available to students and determine the special contributions the Welcome Center can offer to complement those services.
4. Determine the primary population(s) that can be best served by the Welcome Center, whether that may vary depending on the time frame within the semester, and the strengths the Welcome Center can offer to support programs and initiatives such as Basic Skills.

**Program Review Chair**       *Mary C. Colavito*       4/6/2012

# **Program Review Career Services Executive Summary 2010-11**

## **General Comments**

The goal of Career Services is to enhance the career development process for students through internships, access to speakers addressing a variety of careers and related topics, workshops, on-line resources, career counseling, and career focused instructional classes. Program staff are committed to helping students understand that career exploration and preparation are integral to their educational experience.

To support their goals, the Career Services offers a variety of services:

- Career Counseling –delivered individually or as a unit in Counseling 20; may include career assessment tools, introduction to resources, help with career skills (job search, resume writing, interview skills etc.).
- Internships - maintenance and publication of listings, assistance to students in identifying and applying for internship experiences, internship classes (90 A,B,C,D), Internship Fair
- Employment Services – job postings, job search assistance, on-line resume review, job fairs and on campus recruiting, and workshops.
- Career Planning and Job Success Skills courses – one-unit classes focused on helping students gain information and skills to assist them in planning for careers and successfully applying for jobs in their chosen fields.
- Cool Careers Speakers Forums - annual series of panels, each focused on a particular career cluster.

The program supports a robust internship program. These are work-based learning experiences that allow students to explore a particular career. Recently, Career Services has limited participation in internships to SMC students, which staff believe has been a productive change. Students participating in an internship also earn credit for the experience and must meet defined requirements. Career Services solicits internship opportunities from employers, provides assistance in finding internships, helps students set learning objectives and obtains site approval, handles required paperwork, and works with different department faculty to monitor student work.

Career Services also offers numerous support services geared toward helping students prepare for employment. In addition to job leads - which are available through job fairs, employer visits to campus, and job postings - students can receive help with resume writing, interviewing skills, dressing for the interview, writing cover letters and thank-you notes, and conducting a job search. Multiple workshops on employment-related topics are also offered throughout the academic year. Especially popular are the Cool Careers Speakers Forums that address particular career clusters.

An active advisory board of industry representatives from a wide variety of career fields helps staff stay abreast of changes and trends in careers. Changes to the program, improvements in staff-developed resources, and adjustments to the Counseling 12 & 15 classes have been made in response to advisory board input.

Career Services staff is clearly committed to helping students and over time has increased the variety of services and been proactive in developing collaborations with other departments to support student success. The program is led by a full-time faculty leader with support from 3 permanent classified staff and, currently, 3 part-time counselors. Funding for the counseling staff fluctuates between district and grant funds so this staffing is not constant. Thus, it is incumbent upon the program to identify a critical level of services that can be maintained through changing budget cycles.

Career Services has mapped the ways in which the activities and services provided help students meet the ILOs. The staff has developed program and internship class SLOs as well as, in collaboration with the Counseling department, SLOs for Counseling 12 and Counseling 16. However, these eventually proved difficult to measure so new SLOs have just been identified. Satisfaction surveys have been administered for some program components/activities. Efforts have been made to gather data and measure student satisfaction with services. However, analysis and conclusions appear more focused on validating the program than on providing feedback on which to base program improvements.

## **Commendations**

The committee acknowledges the dedication of the Career Services staff and commends the program for:

1. Innovations and changes to the internship structure such as placing course materials on eCompanion, targeting placements for SMC students, and support for national internships.
2. Creation of the Cool Careers presentations.
3. Entering into a Job Fair partnership with Santa Monica Place.
4. Offering numerous workshops addressing career planning and job search techniques.
5. Revisions to SLOs.
6. Active engagement of program advisory board.
7. Staff efforts to keep up to date on changes in career fields.

## **Recommendations for Program Strengthening**

The committee recommends Career Services consider the following to further strengthen the program:

1. Working with Institutional Research to develop long term measures to identify trends and the effectiveness of program services.
2. Improving departmental understanding of the use and analysis of data.
3. Developing a strategic plan and set priorities for a core of services and student support to be maintained through budget swings.
4. Using assessment results of SLOs and other measures to inform goals for program improvement.
5. Bringing the Internship Program area of the Career Services website into compliance with accessibility standards.

Program Review Chair     *Mary C. Colavito*     4/28/2011



# **Program Review Executive Summary Earth Science Spring 2011**

## **General Comments**

The Earth Science department is comprised of four academic programs and one Career Technical Education program: Astronomy, Anthropology, Geography, Geology, and Sustainable Technologies. At the core, the common objective of these diversified programs is to help students discover the origin and development of the universe, our planet and humans, learn how the planet functions and comprehend the limits of the Earth's resources, and to realize the capacity of humans to alter many global processes. The depth of Earth Science course offerings is unusual for a community college. Strong enrollments in these classes are a testament to the strength of instruction and the vision of the department.

The department has made a concerted effort to collect, analyze and respond to data. Demand for courses in all four academic programs has been consistently high. (As a new program, there is minimal data on Sustainable Technologies). Enrollment, retention and success rates of students in Earth Science classes are similar to the college-wide numbers. The number of students aged 20 – 24 taking Earth Science courses is significantly higher than college-wide numbers and the department notes that encouraging students of color to take Earth Science classes is a continuing challenge. Not surprisingly, a higher percentage of Earth Science students indicate transfer as their goal when compared to the college-wide transfer aspirations. Perhaps related to that, the percent of full-time students enrolled in Earth Science classes is significantly higher than the percent of full-time students enrolled college-wide, which likely has an impact on student success and retention.

Earth Science has been engaged in the Student Learning Outcome (SLO) process from the beginning. SLOs were written for each course, each discipline, and the department, mapped to the ILOs, and revised in response to an evaluation process that engaged the whole department. Assessment data on the success of students meeting SLOs was captured over several semesters, in some cases resulting in revisions to the SLOs as well as to the assessment measures. The department participated in the on-line SLO pilot, which revealed that students were more successful in meeting SLOs in classes that included a lab component than in lecture-only versions of the same class. This data supports the previous assumptions by faculty that hands-on learning improves student performance and understanding of course material.

Since the last program review, Earth Science has taken leadership for the emerging Sustainable Technologies Program. Beginning with a single certificate in Solar Photovoltaic Installation in Fall 2009, two additional certificates have been added in Recycling and Resource Management and Energy Efficiency. To support the demand for trained workers in the growing field of sustainable technologies, additional certificates are planned. In recognition of the rapid growth of this field, a new full-time faculty position to take leadership for the discipline was approved.

Strong efforts to foster collaboration have been made among the department disciplines, as well as with other departments. Earth Science has participated in the development of the Interdisciplinary Studies AA, Environmental Studies AA, and Environmental Science AS degrees. In creating the Latin American Education Program, faculty sought participation from several other departments to create cross-discipline experiences. Through successful partnerships with other departments and institutions, Earth Science has been awarded or participated in multiple grants which have enhanced department programs and classes. Faculty have been energetic in seeking and creating opportunities to strengthen the program through additional funding.

Department creativity and commitment are particularly evident in the range of instructional projects and extra-curricular activities faculty have designed and individually supported to enhance student learning and success. Many faculty are engaged in on-going research and field work projects that provide students with hands-on, practical experience. Additionally, multiple discipline-related student clubs are sponsored by Earth Science faculty. Finally, the number of field courses developed and offered by the department is impressive for the variety of opportunities they offer to students. These are all time-intensive, extra activities which the faculty provide because they are committed to their fields and to educating students.

When completed, the proposed new Math/Science complex addition will include new classrooms, labs, offices, planetarium, and an observatory for Earth Science. Until then, the lack of adequate lab space and the impact on equipment and materials that are currently transported across campus to a variety of classrooms is a continuing concern for the department. This also limits the capacity of the department to consider adding lab components to lecture classes to improve student success, as indicated by the SLO data. Of particular concern to the department is the decreasing usefulness of the planetarium due to lack of staffing and aging equipment.

Despite these limitations, the department has participated in and implemented numerous innovative and exciting activities and programs. Given the core objective of the department, it is not surprising that the faculty have been leaders in the Global Citizenship and Sustainability initiatives. The multi-disciplinary Latin American Education Program study abroad program was developed by Earth Science faculty and serves as a model for such programs. Since 2008 nearly 100 students have participated in interdisciplinary-themed study in Mexico and Central America.

Throughout this well-written, extensive and thorough report, it is clear that the faculty are committed to their disciplines and engaged in sustained reflection aimed at program improvement. Pleas for additional staffing and facilities were a dominant theme throughout the report. Although rooted in a desire to improve each discipline, as a leitmotif it was less effective than documenting the many strengths and accomplishments of the programs and faculty.

## **Commendations**

The committee acknowledges the efforts of Earth Science to continue offering high quality instruction and experiences despite limited resources and commends the department for:

1. Continuing efforts to develop and maintain a robust curriculum.
2. Engagement in the Global Citizenship Initiative.
3. Development of common department goals.
4. Participating in the SLO pilot and standardizing SLO assessment.
5. Developing and taking leadership for the Latin American Education Program.
6. Developing a broad range of field study courses.
7. Participation in the development of and assuming leadership for the Sustainable Technologies program.
8. Engagement of Earth Science faculty in college-wide committees and campus activities, research, study abroad, and student clubs.
9. Successful acquisition of grants and other funding.
10. Attempts to maintain some level of Earth Science tutoring in the Learning Resource Center.

## **Recommendations for Program Strengthening**

The committee suggests Earth Science consider the following to further strengthen department programs:

1. Documenting responses to SLO assessment such as revisions to courses, programs, or SLOs.
2. Following through on evidence suggesting the incorporation of more hands-on activities in non-lab classes improves student success.
3. Ensuring that departmental CTE programs form an industry advisory board and that meetings are documented.
4. Further refining data presentation to ensure that comparisons are clear and relevant as well as documenting how data analysis informs decision-making.

## **Recommendations for Institutional Support**

1. Support the maintenance and staffing of the planetarium at a level which meets instructional needs, at a minimum.

**Program Review Chair**     *Mary C. Colavito*     5/18/2011

# **Program Review Executive Summary English Spring 2011**

## **General Comments**

The English department is the largest instructional department at the college. The overarching goal of the department is to give students writing instruction, critical thinking experiences, and reading strategies that will enable them to find, develop, and clearly articulate ideas so that they can succeed in their academic studies, occupational aims and life aspirations. Three program levels: transfer, developmental, and basic skills, address grammar and composition, reading, and literature.

This was an exceptionally thoughtful report, impressing the committee with the depth and breadth of reflection aimed at improving student success. The department clearly understands the critical role it plays in supporting the Institutional Learning Outcomes (ILOs) and the relationship of program and course Student Learning Outcomes (SLOs) to the ILOs. The department participated in the on-line SLO assessment pilot with 25 instructors assessing 49 sections. Initial results reflect the hierarchical nature of the skills measured and will certainly be a catalyst for discussion as faculty participation in on-line SLO assessment increases.

Recommendations from the previous program review were taken seriously and carefully explored. Energetic discussions have engaged the faculty and contributed to the significant curriculum changes the department is proposing. Since the last program review, new faculty hires, support from major grants, and opportunities for professional development have all contributed to the energy, commitment, and enthusiasm that is demonstrated in the report. Faculty have made great efforts to investigate a wide variety of strategies and best practices, implementing many that seemed the best fit for our students, including revising curriculum, evaluating SLO assessments, developing grading rubrics, and developing a common essay assessment. The number of full and part-time faculty participating in these efforts is laudable. Funding from the Basic Skills Initiative and other grants has contributed much needed support to these efforts.

Over time, the desire to help students succeed, especially those testing into developmental and basic skills levels, has led to a confusing increase in the number of courses required to reach college level English. Recognizing the need to streamline the English sequence, the department has created a new 5-unit C-level course combining reading and writing, which will be offered in Fall 2011. A similar course at the B level is anticipated for Spring 2012. Completing these courses will significantly reduce the amount of time it takes students to move through the sequence. This is a major shift for the department and demonstrates not only its responsiveness to changing demographics and student needs but also its commitment to student success. The report documents well the rationale behind these changes.

Although lab time is required for most C-level courses and one B-level course, access to these resources has been shown to positively impact students in all pre-college level courses. The increasing numbers of students enrolling in pre-college level courses has strained the ability of the department and the college to provide adequate access to resources. To supplement the support available through the English/Humanities Tutoring lab, English faculty created the Writing Center. Staffed by part-time English faculty paid through grant funding, the drop-in model has proven very effective. Recently, the English and Humanities Tutoring Lab and the Writing Center have been merged in a single location to become the Writing Humanities Tutoring Center (WHTC) offering both drop-in and scheduled appointments.

Consistent staffing of the WHTC is an ongoing problem exacerbated by the fluctuating needs for instructional assistants and the current personnel hiring structure. Grant funding has supported faculty tutors who supplement district funded Instructional Assistants (IAs). However, the demand for tutoring fluctuates depending on the term and the current Merit System positions and rules create a cycle of constant hiring and training of temporary IAs to supplement the core of permanent positions. The grant-funded SI program, essentially the training and use of student tutors to provide one-on-one and small-group tutoring, is another source of instructional support that has positively impacted student success. How, or whether, this support will be institutionalized when grant funding ends is of great concern to the English department.

Documenting the impact of tutoring on student success has been a concern for both the department and the college. The WHTC staff set up a computer tracking system to monitor daily student use of the center which has helped to identify trends in demand. An on-line survey of department faculty has provided information on how faculty publicize tutoring services and whether or not they require students to access them. The combination of funding support from the Basic Skills Initiative and increased staffing in Institutional Research is also beginning to generate data that will be extremely helpful in determining the effects of tutoring on student retention and success. Taken together, all of this information will support the efforts of the department and the WHTC to complete a formal assessment plan which will help inform institutional decision-making.

English 1 is consistently the highest demand class, yet it is worth noting that almost three quarters of first-time students assess below this level. The percentage of students placing in developmental or basic skills English has increased since mandatory assessment for entering students was implemented in 2004. This has had major implications for how the department has addressed curriculum, institutional improvement and the instructional environment. One area that particularly concerns the department is placement accuracy, especially, but not limited to, the placement of ESL students who enter at the English 1 level. Dialogue with the ESL department and the Assessment Center is an on-going effort to develop solutions and strategies that will more accurately place students and identify appropriate pre- and co-requisites. English and ESL have successfully collaborated on the Common Essay and this would be a logical extension of that collaboration on the front end.

The department has worked hard to engage all faculty, full- and part-time, in the discussion and decision making processes. For example, at the C level, full-time faculty meet with all part-time faculty, either in scheduled meetings or one-on-one, to

ensure everyone participates in discussions and planning outcomes are fully communicated. The department has created an eCompanion homeroom shell which serves as an easily accessible resource repository for course outlines of record, SLOs, sample assignments, and a venue for department-wide discussions. New faculty receive support and multiple materials that include instructional resources and department standards and expectations.

English faculty have enthusiastically embraced the use of instructional technology and feel that its use has increased instructor efficiency and improved student success and retention. How to maintain existing technology – largely funded by grants – and add new technology in additional classrooms is a concern. Since the last review the department has increased the on-line course offering and embraced eCompanion as an effective tool. English faculty are also among those who have been trained to use the Digital Learning Studio and the department offers several classes in this advanced facility.

While the English department is justifiably proud of their efforts which have increased student success rates, they also clearly feel they need to do more and have identified areas of focus for future efforts:

- Leadership within and for the department
- Teaching excellence
- Effective, responsible curriculum
- Tutoring and instructional support for student success

The number of English faculty involved in activities outside of the classroom is noteworthy. Faculty are taking leadership for, serving on, or supporting such varied activities as the Global Council, Student Success Committee, Literary Speakers Series, Great Teachers Series, Sustainable Works, Academic Senate committees, finding and bringing guest speakers to campus, and making presentations to the college community.

## **Commendations**

The English department has engaged in deep and thoughtful review and discussion resulting in numerous changes designed to improve student success. The committee acknowledges the collective willingness to engage in self-reflection and use the results as an opportunity to make numerous changes and commends the department for:

1. Alignment of department goals and activities with college goals and initiatives.
2. Faculty participation and leadership in many activities and initiatives across the college such as Global Citizenship and college-wide committees.
3. Faculty participation in professional development and efforts to actively share information by conducting workshops open to all faculty.
4. Participation in the SLO pilot.
5. Collaborations with other areas and departments such as ESL, Math, Counseling, and Student Support Services to improve student access and success.
6. Thoughtful changes to the curriculum such as the new combined C-level course, and scaffolding of assignments.
7. Implementation of common assessments.
8. Effective use of data to inform discussion and decision making.
9. Improvements in the percentage of C-level students moving to college level.
10. Implementing the effective strategy of linking reading and writing courses for a single cohort of students.
11. Moving to common textbooks and handbooks where possible.
12. Departmental embrace of instructional technology.
13. Efforts to expand instructional support through the writing Center and now the combined Writing Humanities Tutoring Center, as well as supplemental instruction.
14. Efforts to continue the successful Literary Speakers Series.

## **Recommendations for Program Strengthening**

The committee recognizes the many efforts made by the English department to identify and address a variety of issues aimed at program improvement, including the setting of future goals. The following recommendations for the department to consider to further strengthen the program are intended to build upon improvements already implemented or planned:

1. Documenting the evaluation and assessment of English 85.
2. Strengthening efforts to engage all departments in efforts to implement writing across the curriculum.
3. Continuing efforts to share successful teaching methods and strategies with colleagues in other departments.
4. Reviewing the efficacy of implementing non-credit modules to support the new accelerated curriculum models.
5. Continuing efforts to implement innovative approaches to tutoring and participate in efforts to identify funding sources to do so.
6. Continuing collaborative efforts with ESL and the Assessment Center to more accurately place ESL students in English courses.
7. Maintaining the level of self reflection and documentation evident in the current report.



## **Recommendations for Institutional Support**

1. Support English department efforts to develop staffing formulas for hiring instructional assistants that align with demand and do not place an excessive burden on the department.
2. Support efforts to develop a “writing across the curriculum” model that includes an effective level of student support.
3. Develop an institutional plan to support the increasing demand for instructional technology.

**Program Review Chair**     *Mary C. Colavito*     5/25/2011

# **Program Review Grants Executive Summary 2010-11**

## **General Comments**

The primary goal of the Grants Office is to support efforts to pursue, obtain, and manage public and private grant funding that will support and promote institutional goals and priorities. To accomplish this, the office engages in three distinct functions:

- Prospect Research – finding potential grant opportunities and disseminating this information to the campus community
- Grant Development – planning, writing, and submitting grant proposals
- Grant Management – assisting with the implementation of grant-funded projects so that outcomes are achieved on time, within budget, and in accordance with institutional, state, and federal rules and regulations

It should be noted the Grants Office is a small operation consisting of a full-time director and a part time administrative assistant and thus is not the sole area of the college which applies for and writes grants. Being proactive in establishing strong relationships with other areas of the College such as Fiscal Services, Institutional Research, and the Foundation has helped maximize access to resources and ensure adequate fiscal monitoring and compliance requirements are met, thereby increasing the effectiveness of the Grants Office. During the review period the college has maintained a fairly consistent base of \$6 million per year in grant funded revenue.

The Grants Office has developed a clear, strategic vision and goals that focus on developing long term relationships with and promoting awareness of SMC with different funding agencies, while ensuring there is appropriate institutional capacity to execute awards. The office is committed to maintaining a consistent grant funded base, and ensuring grant requests align with the institutional mission and goals and support one or more student, department/program, or institutional goals and priorities. To further this commitment, a Grants Advisory committee has been formed to provide input and recommendations.

It is not possible for the Grants Office to directly manage all grants awarded to the college so a number of resources have been developed to provide support to grant funded projects including:

- A web site that provides grant monitoring and tracking resources, including standardizing time and effort reporting;
- A grant management manual that provides new project managers with essential information regarding grant management at SMC;
- Grant/project manager workshops that address topics of interest to managers;
- Financial resources to expand and/or enhance the efficiency and effectiveness of SMC's support services to assist grant-funded projects; and
- One on one consultation by Grants Office staff with grant/project staff.

The committee acknowledges the Grants Office for maintaining a deft balance between the distinct functions. Well written, measurable outcome objectives for each function have been developed which clearly support the institutional learning outcomes and goals. These outcomes strengthen the ability of the Grants Office to assess its effectiveness in addressing the resource development needs of the college. Criteria have been developed by which all potential projects are assessed, which aids in planning and prioritization. Overall, the Grants Office annually reviews and assesses its effectiveness using tangible outcomes. There are plans to add qualitative evaluation tools as well.

Economic and political factors often precipitate shifts in available funding and the focus of funding agencies. The Grants Office has done an excellent job of keeping abreast of these changes and adjusting grant application strategies accordingly. The report includes several recommendations for institutional support that could potentially increase the ability of the college to win significant awards or help defray hidden costs to execute the grant. If the college were to undertake the steps necessary to negotiate a federally approved indirect cost rate it could help to support the impact on Fiscal Services imposed by grant compliance and monitoring. Currently many federally funded programs are targeting specific underrepresented groups. As college goals are reviewed it may be worth considering changes in language to enhance the college's competitiveness for these targeted funds.

Accurate data is critical to the ability of the college to qualify for many funds so it is incumbent upon the institution to bear this in mind when reviewing regularly reported data. For example, whether or not the college meets criteria to be considered a Hispanic Serving Institution (HSI) has been called into question. Thus, a priority concern for the Grants Office is to ensure that accurate, consistent data is available. Collaboration with Institutional Research and Information Services has been critical to resolving some of these issues. Recent staff additions in Institutional Research should further strengthen the ability of these offices to help effect solutions.

## **Commendations**

The committee acknowledges the Grants Office for a well thought out and clearly written report and commends the office for:

1. Ensuring grants pursued align with the institutional mission and strategic goals.
2. Leveraging resources through working with other areas such as the Foundation.
3. Collaborating with Fiscal Services to ensure grants meet compliance and audit requirements.
4. Proactive efforts and support to train Fiscal Services staff and grant managers.
5. Developing a clear strategic vision along with tools to assist in making grant application decisions.
6. Developing resources to support grant managements such as workshops and training, grant management manual, and a resource website.
7. Forming a Grants Advisory committee.
8. Developing measurable outcomes.
9. Staying current with changes and trends in the grant world through active involvement with the Council for Research Development and other resources.
10. Collaborating with many departments and programs across the college.

### **Recommendations for Program Strengthening**

The committee acknowledges the limited staffing of the Grants Office and recognizes the many accomplishments related to planning, development of resources and securing grants. To further strengthen the program the committee recommends the office consider the following:

1. Developing an annual grant calendar to aid institutional review and planning.
2. Setting a regular meeting schedule for the Grants Advisory committee.
3. Implementing a user satisfaction survey.
4. Working with department chairs to develop a plan to engage more faculty in writing grants that the institution identifies as priorities.

### **Recommendations for Institutional Support**

1. Move forward with establishing a federally approved indirect cost rate.

**Program Review Chair**     *Mary C. Colavito*     4/28/2011

# **Program Review Institutional Research Executive Summary 2010-11**

## **General Comments**

Since the previous program review, Institutional Research has had multiple changes in staffing and leadership, which severely impacted program operations and effectiveness. At the time of this report, the office was achieving stability and had just completed hires to reach the maximum current staffing level. Despite these challenges, and the increasing demands by the college community for research support, the achievements of the office in the last year have been remarkable – a period during which the only staff member was the Director.

Achievements and activities include developing and providing a standard data set for instructional units undergoing program review, helping numerous departments develop surveys, working with the S/ILO Committee to support programs in writing and assessing SLOs, preparing the first Institutional Effectiveness Report and developing a supporting matrix, conducting multiple studies, and making significant improvements to the Institutional Research website, including access to numerous resources. The office also provides significant support to the Basic Skills Initiative, conducts placement test and course prerequisite validation studies, and offers training in various research tools. To accomplish all this and more, the office works with an advisory committee as well as other bodies to set priorities and an agenda for meeting institutional research needs.

Well defined goals are linked to core functions and support a customer-friendly approach to service. Since Institutional Research is an administrative unit and does not provide direct instruction or services to students, the unit developed clear service unit outcomes instead of student learning outcomes. Although the outcomes have yet to be assessed, a recently administered satisfaction survey indicates a high degree of respondent satisfaction with Institutional Research support; respondents primarily received assistance with program review, surveys and SLO assessment. The office serves all campus groups as well as providing assistance and reports to external groups, and preparing required institutional performance reports.

Despite the relative newness of Institutional Research staff there is a sense of collegiality and collaboration that is evident in unit interactions across campus. Staff members willingly participate in committees, where their expertise is appreciated. Workshops and training for various departments and groups have further strengthened the positive impact of the office. However, it should be noted that the demands for increased institutional accountability and response to accreditation recommendations will place further responsibility on the office.

## **Commendations**

The committee acknowledges the turnover in staff and leadership experienced by Institutional Research in recent years and therefore that the transformations the unit has achieved in the last year are particularly worthy of note. Institutional Research is commended for:

1. Many accomplishments and assistance to multiple areas of the college despite limited staffing of the office.
2. Establishment of an Institutional Research plan and research agenda.
3. In depth support to the CTE committee and units, and the Basic Skills initiative and instructional departments.
4. Creation of a standard set of program review data for instructional programs.
5. Outreach to other departments and groups on campus and delivery of training and workshops.
6. Development of service unit outcomes.
7. Support to the S/ILO committee and numerous programs in writing and assessing outcomes.
8. Improvements to the Institutional Research website including access to reports and resources.
9. Creation of the Institutional Effectiveness Report and matrix.

## **Recommendations for Program Strengthening**

The committee recommends Institutional Research consider the following to further strengthen the program:

1. Assessing service unit outcomes and develop a more systematic evaluation of unit effectiveness.
2. Developing additional resources, tools, and training to enable others to conduct inquiry and research, thereby building research capacity.
3. Developing protocols for accessing data and requesting research assistance.
4. Developing a system for tracking workload to improve efficiency and effectiveness.

**Program Review Chair**     *Mary C. Colavito*     4/28/2011

**Program Review  
Workforce & Economic Development  
Community Service  
Executive Summary  
2010-11**

**General Comments**

Separate reports were submitted for Workforce and Economic Development and Community Service. However, both functions are now under the same leadership and it is evident that Community Services is becoming more integrated with Workforce and Economic Development. To acknowledge and encourage this transition, and to make it easier for the units to submit future program review reports, this executive summary will address the areas as a single unit.

Since the last program review, there have been multiple changes in leadership and reporting structures for the programs encompassed in this review. The charge to the unit is to integrate career technical education (including the development of new and expansion of existing credit programs, and workforce training), support for local economic development through the Small Business Development Center (SBDC) and contract education, and professional training offered through Community Services. To that end, a vision and broadly defined strategic goals have been developed. However, the breadth of the goals makes them difficult to measure and specific action plans are either yet to be developed or were not included in the report.

Many programs/activities developed by the unit have been implemented with grant funding. This has proved to be an effective catalyst for initiating training that then leads to the development of credit career technical courses and programs. A good example of this is the workshops that led to the development of the Photovoltaic program. Other activities such as the I Am Santa Monica training program have directly served local business and strengthened college ties with the local public and private sectors. The SBDC has been recognized for its efforts and successes in providing assistance to small businesses and pre-venture entrepreneurs. Internally, the SBDC has been presenting seminars and workshops for career technical programs, especially those whose students are most likely to become independent contractors or business owners.

Community Services has been fortunate to have a core of excellent long term staff who have provided stability during multiple transitions. The program has maintained a traditional community education program while also adding innovative offerings by partnering with on-line course providers to offer specialized on-line training and with West LA College to share facilities and instruction. In support of career technical programs, Community Services has provided the mechanism for offering professional certification testing.

One area which all unit programs need to address is the development and assessment of outcomes; service or program outcomes would be more appropriate than student learning outcomes. As this is a requirement for the institution to reach proficiency by Spring 2012, this should be a top priority for both Workforce and Economic Development and Community Services.

## **Commendations**

The committee recognizes the challenges arising from multiple changes in leadership and reporting structure and commends the unit for the following:

### **Workforce and Economic Development**

1. Greater integration of Workforce and CTE programs and ensuring CTE is the driving focus behind program planning.
2. Participation on the CTE committee and collaborations with CTE program faculty to develop career pathways and new credit programs.
3. Awards and recognition of the SBDC efforts and programs.
4. Local partnerships to deliver the I AM Santa Monica training.
5. Increase in CTE professional development training.
6. Production of the CTE Economic Report.
7. Implementation of a comprehensive website.
8. Participation in and awards of grants focused on CTE programs.
9. Efforts of multiple fronts to stay current with industry and economic trends and the impact these have on our CTE programs.

### **Community Service**

1. Implementation of an on-line registration system.
2. Improvements to website including access to on-line registration and class rosters.
3. Partnership with on-line course providers to increase availability of web-based training.
4. Facilitating testing for professional certification.
5. Collaboration with the SBDC to offer training opportunities to the community.

## **Recommendations for Program Strengthening**

The committee acknowledges the changes and improvements made by the unit and recommends the following be considered to further strengthen unit programs:

### **Workforce and Economic Development**

1. Developing and assessing unit outcomes.
2. Ensuring that institutional priorities are the catalysts for and align with future partnerships and grant applications.
3. Expanding on current successes in identifying and developing opportunities for new programs.
4. Ensuring that credit faculty are engaged in planning for potential new programs at the earliest stages, including implementation of contract training.
5. Reviewing the impact of budget cuts on activities and programs and prioritizing those for which seeking continued funding is critical.
6. Assessing requirements and developing strategies for creating databases and tracking systems to increase program efficiencies.



## **Recommendations for Program Strengthening (continued)**

The committee acknowledges the changes and improvements made by the unit and recommends the following be considered to further strengthen unit programs:

### **Community Services**

1. Developing and assessing unit outcomes.
2. Exploring partnerships like that with West LA College to share costs and increase potential offerings.
3. Determining the best strategies for developing and implementing targeted marketing.

Program Review Chair     *Mary C. Colavito*     5/5/2011

# **Program Review Executive Summary Disabled Students Programs & Services Fall 2011**

## **General Comments**

This was a thoughtful and well written report reflective of the strength of Disabled Students Programs & Services (DSPS). A long standing program at Santa Monica College, DSPS is comprised of eight different areas (Counseling, High Tech Center, Alternate Media Services, Learning Disability Program, Developmental Disability Program, Acquired Brain Injury Program/Pathfinders, ADA 504 Compliance, and Deaf/Hard of Hearing Services) designed to help students with disabilities participate and succeed in SMC programs and activities. A dedicated and committed staff has created such a successful, deep, and broad array of programs and services that the SMC DSPS is a nationally recognized model.

In 2010-11, DSPS served approximately 1600 students, a 32.6% increase since 2005-06. Files are maintained for every student seen, although the numbers reported to the Chancellor's office for funding are slightly lower due to very specific definitions and limitations for reimbursement eligibility. DSPS students present a wide variety of disabilities and achievement levels, yet overall their demographics and success rates do not vary significantly from the overall college population, nor have they changed much since the last program review. What has changed is the increase in certain disabilities, such as autism spectrum disorders.

DSPS was an early participant in the SLO process. SLOs (now SUOs) have been created and assessed for all 18 DSPS courses, as well as program SLOs applicable to each DSPS unit. After several years of assessing and modifying the program SLOs, DSPS has recently created new SLOs. All DSPS faculty have been engaged in regular discussions of the SLO/SUO process, which has helped to increase awareness of what students should learn from interactions with the programs. DSPS staff have a clear vision focused on student success and a deep understanding of the needs of the students served.

As a long-time core program, DSPS is a tremendous resource not only for students, but for the rest of the college community as well. DSPS faculty proactively collaborate with many other campus programs and departments as well as among the different DSPS program areas. Program faculty commitment extends to serving on numerous college committees and workgroups to ensure that disability-related issues are considered in institutional discussions and decision making. The diverse backgrounds of program faculty are an added strength.

DSPS operates under both federal and state laws, which are complex and frequently re-interpreted based on new legal decisions. DSPS faculty work hard to stay up to date and ensure that the college remains in compliance. Although DSPS is a categorical program receiving special funding from the state, these allocations are insufficient to cover program costs, including those that are mandated. Program leadership does an excellent job of attempting to manage costs within compliance requirements. Program staff are also critically aware of the need for timely responses to requests for accommodation; the lack of complaints attests to DSPS efficiency and responsiveness.

Although laws protecting the rights of disabled persons have been in existence for many decades, a number of college faculty and staff are still unaware of the institutional and individual responsibilities associated with complying with these regulations. DSPS staff have consulted with individual faculty, made training available to departments and programs, and generally extended opportunities for increased awareness across the campus. Due to the serious nature of non-compliance however, DSPS and the college should consider providing such training in a college-wide setting, for example during flex days.

One area of concern is the need for an institutional Section 508 plan and a compliance officer to develop a plan and manage implementation. The 1998 amendment to Section 508 of the 1973 Rehabilitation Act specifies standards for purchasing and creating accessible electronic and information technology. Current DSPS staff have attempted to address at least some of the 508 requirements, but as more faculty regularly employ technology in the classroom the need for a comprehensive plan and a compliance officer is heightened. As this is a federal mandate, the college should review options for ensuring that Section 508 requirements are met.

Another on-going concern relates to inadequate test-proctoring facilities and staffing. DSPS has seen an increase in the number of students needing alternative testing situations. The current proctoring room, intended to be temporary, is neither adequate nor sufficient and is somewhat distant from staff who might otherwise be able to provide additional support. The new Student Services building will address this need, but construction delays mean that a better interim solution needs to be found.

Although currently scattered across the main campus, DSPS program areas will be united in one area when the new Student Services building is completed. This should further enhance inter-program collaboration and facilitate staffing support for and management of the wide array of services provided.

Many of the DSPS faculty who have been with the program for a long time are intending to retire soon. The program has begun to develop transition/succession strategies, and it would behoove the college to support and expand these plans to ensure that the program remains strong as any reduction in the ability to maintain compliance could be costly to the institution.

## **Commendations**

The committee applauds DSPS for a well written, integrated report that involved everyone in the program and commends the program for:

1. Development, assessment, and revision of SLOs.
2. Clear focus on student success and using documentation through data collection and other tools to inform discussions of program improvement.
3. Responsiveness of program faculty to student needs and obvious passion for the vision of the program.
4. Outreach to faculty and efforts to provide training and awareness of the needs of students and the variety of disabilities they may be presented.
5. Collaboration with other programs and departments across the campus.
6. Efforts to help disabled students served recognize their limitations, take responsibility for their life plan, and to become self advocates.
7. Serving increased numbers of students with essentially the same level of resources.
8. Staff knowledge of laws and interpretations of laws regarding disabilities and efforts to ensure the college remains compliant.
9. Revisions to DSPS curriculum.
10. Staff willingness to take on additional duties of some monitoring of 508 compliance.

## **Recommendations for Program Strengthening**

The committee acknowledges the thoughtful analysis and suggestions for program improvement included in the report, upon which the following recommendations to strengthen the program are based:

1. Increase efforts to provide in-service training to all faculty.
2. Expand strategies and implementation of the DSPS staffing succession plan.
3. Expand efforts to address changing needs generated by changes in the student population (such as the increase in students with autism).
4. Create a web page to help college programs address web accessibility issues.

## **Recommendations for Institutional Support**

1. Support the development and implementation of a Section 508 compliance plan and identify a 508 compliance officer.
2. Provide support to assist programs developing and maintaining accessible web sites.
3. Review the current facilities, staffing and needs for proctoring, and develop a workable interim plan.
4. Investigate the feasibility of mandating institutional training on legal responsibilities and requirements, both institutional and individual, related to serving students with disabilities.

**Program Review Chair**     *Mary C. Colavito*     4/6/2012

# **Program Review Executive Summary Human Resources Fall 2011**

## **General Comments**

Since the last program review, Human Resources (HR) has undergone a major reorganization. A comprehensive review of the HR structure and functions led to Board approval of reorganization in Fall 2009. As a result, the office has established distinct units staffed with personnel having expertise in the identified areas of responsibility. To support this, new positions have been established, some old positions have been abolished, and staff duties have been realigned to support unit functions. In addition to streamlining functions, increasing efficiency and accuracy, and improving overall operations, these changes have eliminated redundancies and resulted in personnel cost savings. Thus, this program review report serves to document the changes and results and provides a blueprint for continuing improvements moving forward.

The review that led to the changes was helpful in identifying not only structural issues but also areas that needed improvement. These included areas with the largest percentage of problems such as liability exposure for the District, coordination of leaves and benefits, and time-keeping and recording issues. While not all of these problems were solely the responsibility of HR, long standing practice, combined with system issues, certainly contributed. It is clear that HR took the review findings seriously and has committed to addressing them.

In the last year, HR has been able to expand into additional quarters contiguous to existing assigned space. This has improved staff morale, improved work flow through locating unit staff together, and helped to communicate the reorganization structure to the larger college community. Along with creating and restructuring individual units within HR, the office has also undertaken multiple audits and used the results to improve processes and reporting. For example, benefits reconciliation managed by the benefits unit has cleaned up record keeping and reporting which has resulted in significant annual savings to the District. Recruitment and Operations has implemented an on-line application process for faculty hiring. Other notable achievements include revising and updating the HR website and implementation of a digital storage plan. All units have worked hard to improve customer service and relations, cross train within units, and provide training to service users.

It takes time to accomplish such a massive restructuring. Human Resources has embarked upon this in a thoughtful manner, gathering and analyzing data and feedback and systematically making changes. Efforts have been made to communicate internally and externally, to develop cohesive plans and approaches, and to identify continued improvement to be addressed moving forward. Human Resources managers and staff

are justifiably proud of the accomplishments and achievements of recent years and demonstrate a commitment to continue the process of review and improvement.

## **Commendations**

The committee commends Human Resources for a well organized and thorough report. The reorganization of the entire HR operation was a huge undertaking and commitment and the committee acknowledges the ensuing improvements that have increased the effectiveness, efficiency and service of all units and functions. Of particular note are:

1. Implementation of the on-line application process for faculty hiring.
2. Increased publicity and access to retirement seminars and information for all college staff.
3. Ongoing savings achieved for the District through reorganization staffing changes and benefits reconciliation.
4. Increased training opportunities focused on needs identified by HR staff as well as the larger college community.
5. Revisions to the HR website.
6. Cross training of staff.
7. Creation of a faculty handbook.
8. Improved orientation for classified and academic new hires.
9. Improved communication and relations with the Personnel Commission.

## **Recommendations for Program Strengthening**

The committee recognizes the vast changes and improvements made since the last program review and recommends that Human Resources consider the following to further strengthen the operations:

1. Develop a comprehensive assessment plan that encompasses both the full operation and individual units with identified benchmarks. For those areas primarily delivering a service or training ensure that the assessment modes go beyond a satisfaction survey.
2. Work with appropriate planning bodies to develop a District Staffing Plan
3. Identify further improvements to be made to tracking policies for employment leaves.
4. Develop a comprehensive list of employment and labor-related policies and regulations to be developed or updated.
5. Identify and develop appropriate training for HR staff to improve understanding and update knowledge and changes in the many complex rules, agreements, policies and regulations affecting Human Resources operations.
6. Develop a database for tracking complaints and investigations.
7. Investigate options for creating an on-line system to facilitate employment processing once a hire has been made.
8. Develop an exit interview process.
9. Develop an integrated Professional Development plan that addresses the institutional culture, and incorporates college initiatives and planning processes.
10. Develop a master training plan for the District.

## **Recommendations for Institutional Support**

1. Review the College's relationship with LACOE and determine options for addressing problems with the system, the true cost to the District in terms of staff time, opportunities for errors and inconsistencies, and opportunities for improving efficiency.
2. Support efforts by Human Resources and Payroll to align record keeping and differences in interpretation of leave policies.

**Program Review Chair**     *Mary C. Colavito*     4/6/2012

# **Program Review Executive Summary Transportation Fall 2011**

## **General Comments**

Santa Monica College has a very small main campus site. As a result, in recent years the College has acquired or leased multiple sites to accommodate program needs. There are now 4 satellite sites – Bundy, Airport, AET and PAC - which each house specific programs as well as general education classes. To serve the many students who take classes at multiple sites the College has developed a transportation plan which addresses both parking needs and the movement of students between sites. The transportation piece of the plan is managed by the Transportation department.

The Transportation department is one of several services operating under the Auxiliary Services umbrella. Staff reports to the Director of Auxiliary Services and consists of a transportation supervisor and several drivers. In addition to collaborating with the City of Santa Monica Big Blue Bus (BBB), which provides transportation service to college students and staff through multiple BBB lines that connect to the main campus and other college sites, the SMC Transportation department runs shuttle services between college sites that are not included on the BBB routes. The College has a fleet of 3 small shuttle buses.

In addition to the BBB and SMC –operated shuttle service, Transportation also manages contracted bus/shuttle services which cover times and routes not covered by the other two services. Transportation can provide drivers on occasion for specific college sponsored activities, and also is responsible for maintaining college vans, as well as the buses.

This is the first time that the Transportation department has presented a program review and it is clear the department views itself as an operations service provider. The report is a compilation of services, functions, and collaborations with an emphasis on their admirable record of timely responsiveness and customer service.

The department has made a valiant attempt to write goals and outcomes and to align them with the Institutional Learning Outcomes. However, as with other operational units with little experience writing goals and outcomes, the Transportation department is in need of additional guidance and help in writing measurable outcomes. Methods and tools for effectively assessing department outcomes are not in place, nor is there a sufficient or accurate collection of data. Currently, the department reacts to individual complaints (ex. a bus not maintaining the posted schedule due to some traffic impediment) but has no method for assessing overall customer satisfaction or collecting positive feedback.



What stands out to the committee is the premium the department places on customer service, the efforts expended to immediately address any problems related to service delivery, and the commitment to collaborate with other areas of the college to deliver service and support college initiatives and goals. For example, in support of the college commitment to sustainability, the Transportation department has converted a number of college owned transportation vehicles to use compressed natural gas (CNG). This support of the college goal to decrease the institutional carbon footprint is notable because limited CNG infrastructure adds significant time and cost to fueling the converted vehicles – impacts which fall to the department to address. The Transportation department was also a major participant in the implementation of the bus card swipe used by BBB riders.

### **Commendations**

The Transportation department is commended for:

1. A strong customer service focus and immediate response to any complaint or problem.
2. Active participation in college planning bodies and collaboration with other areas of the college to deliver comprehensive transportation service.
3. Department emphasis on honesty and integrity of staff in all dealings with students and staff.
4. Thoughtful investigation and adoption of current technologies such as CNG conversion of vehicles and the bus card swipe.

### **Recommendations for Program Strengthening**

The committee recognizes the responsiveness and customer service emphasis of the department. Developing tools to effectively assess program goals and outcomes and systematic collection of data to document results are areas the department should particularly address. The committee recommends the department consider the following to further strengthen the program:

1. Consult with the Academic Senate Joint Institutional Effectiveness Committee to develop measurable unit outcomes and methods for assessing them.
2. Consult with Institutional Research to identify tools for regularly gathering and documenting data about unit effectiveness.
3. Formalize timetables and methods for gathering data and feedback.
4. Consider the feasibility of combining the Transportation department web presence with the Transportation options screen on the new college website to minimize confusion and streamline updating of information.

**Program Review Chair**     *Mary C. Colavito*     4/6/2012

# **Program Review Executive Summary Upward Bound Fall 2011**

## **Comments**

Upward Bound is a federally funded program that targets low-income high school students who are potential first-generation college students with the objective of providing multiple support tools and experiences designed to improve participant skills and motivation to enter and succeed in post secondary education. The program is currently in the last year of a five-year funding cycle and expects to apply for continued funding.

The program serves 50 high school students in grades 9 - 12 from two SMC feeder high schools that meet program criteria. Employing a time intensive, hands-on approach, program staff deliver services and activities to participants both at the high school during school hours and at the college through a variety of weekend and summer activities. Support includes counseling, academic advising, instruction in prescribed core curriculum, tutoring, career information and cultural awareness. The program also offers programming to engage participant parents.

Upward Bound is unlike any other support programs at the college because it provides services to high school students rather than SMC students. Program participants are not enrolled in college classes at any time during the four years a student could potentially be in the program. Thus, program activities and parameters are aligned with and meet K-12 requirements and regulations, not those of SMC. This alignment creates challenges for the program, particularly in hiring because high school rather than college criteria are the measures. Internally, other than the project manager, the program has been limited to temporary hires for staffing which impacts program stability and consistency. It should be noted that program staff have done an excellent job of finding ways to surmount these barriers.

The program has developed SLOs, some of which have more concrete measurements than others. Student self reporting is the primary tool for assessing SLOs and program goals. If refunded, the program should consider developing more comprehensive assessment tools. It should be noted that successful efforts have been made to reach out to and engage the parents of program participants as one method to reinforce program objectives.

The instructional requirements of the program are mandated by the grantor. Finding ways to address the described core curriculum, intended to improve student performance in high school, has been a challenge since at any time program participants are enrolled in four different grades: 9th – 12th. Seminars and workshops have been the preferred format for delivering this content.

The goal of the program is for students to enter post secondary education. Program staff are clearly committed to helping participants succeed, both in high school and in college. The program leader has a strong grasp of the underlying dynamics affecting student success for this population as well as effective strategies to keep students motivated. Although the program serves a relatively small number of students it is a population that requires constant engagement.

Upward Bound students who choose to attend Santa Monica College have been easy to track and document. To follow the progress of students who enroll in other institutions either directly from high school or on transfer from SMC, staff access the national student clearing house and do direct follow-up by phone and home visits. Both during participation in the program and afterward, staff are constantly and actively engaged with students and clearly understand the needs and dynamics of the program participants.

### **Commendations**

The Upward Bound program is a resource-intensive program directed at low income, potential first-generation college students. Staff commitment to student success is very apparent. The Upward Bound program is commended for:

1. Consistently improving program results, including the number of participants completing the program and graduating from high school.
2. Proactively seeking engagement and feedback from students and parents.
3. Exceeding the target values set as program goals.
4. Collaborating with multiple departments across the college.
5. Clear passion and commitment of program leadership to the program and the students.

### **Recommendations for Program Strengthening**

The committee acknowledges the uniqueness of a support program that does not include any college level curriculum and recommends the program consider the following to further strengthen the program:

1. Develop assessment tools that go beyond student self reporting. The Academic Senate Joint Institutional Effectiveness Committee might be helpful in determining the most effective tools.
2. When applying for renewed funding, consider ways to more clearly define program structure, methods to be used in designing program activities and curricular content, and the parameters for selecting participants.
3. Investigate the possibility of creating a contract with participant parents as well as the students.
4. Collaborate with other college programs and resources to maximize outreach and recruitment at the target high schools.

## **Recommendations for Institutional Support**

The committee recognizes the difficulties inherent in delivering a program that aligns with high school requirements and recommends that the institution:

1. Find a way to support the employment needs of federally funded programs that don't fit neatly into college processes and systems but must still meet federal requirements.

**Program Review Chair**     *Mary C. Colavito*     4/6/2012

# **Program Review Executive Summary Veterans Resource Center Fall 2011**

## **General Comments**

Santa Monica College has been helping veterans transition from the military to academia and processing required GI Bill benefits paperwork for decades. However, in 2004 the decision was made to consolidate multiple scattered support functions to streamline the process for students and the seed for what became the Veterans Resource Center was planted. In 2005 the first “Boots to Books” class was offered. However, it wasn’t until 2010 when dedicated space was provided to consolidate all veterans support functions and services that the Center became a program.

Since 2004, the number of veterans receiving benefits has grown from approximately 125 students to almost 600 - with numbers expected to swell even more in the short term as troops return from Afghanistan and Iraq. The most common injuries suffered by the new wave of returning veterans are Traumatic Brain Injuries (TBI) and Post Traumatic Stress Disorder (PTSD). Recognizing that a safe environment where veterans could make the adjustment to academia was critical for the contemporary veteran, the college allocated temporary space for a Veteran’s Resource Center in the Liberal Arts building until the new Student Services building is completed.

A small but dedicated staff has provided strong support and advocacy for student veterans. In 2010 the Center was awarded a three year Fund for the Improvement of Postsecondary Educations (FIPSE) grant. Grant funds are enabling the Center to expand services and support designed to increase access, retention and completion rates of veterans.

Program staff have developed strong collaborative relationships with other college programs such as DSPS, as well as external programs and groups such as the West Los Angeles Veterans Administration Hospital and public health programs. For example, an agreement with non-profit support initiative U.S. Vets provides a psychologist to meet with veterans and their families. Working with DSPS, the Center has established a small assistive technology lab for veterans suffering from TBI equipped with computers with assistive technology, as well as securing smart pens for check out. Through the Library the Center has set up a check out system for books and assistive tools.

Additionally, Veterans Resource Center staff have made a significant effort to reach out to the greater SMC community to provide training and information about special needs and issues of veterans. The transition back to civilian life, especially for veterans

suffering from PTSD and TBI, is difficult and stressful, so faculty and staff understanding is critical to providing a fully supportive environment.

In addition to the objectives developed for the FIPSE grant, the Veterans Resource Center has also written SLOs, although formalization of the Center as a program is too recent for assessment to have taken place. To support the FIPSE reporting requirements Center staff have collaborated with Institutional Research (IR) and Management information Systems (MIS) to collect data that is and will continue to be valuable for assessing program effectiveness and to guide future program planning.

Recognizing that the number of veterans seeking to attend SMC will grow in the near future, program staff have been proactive in seeking sources for funding to maintain the program when the FIPSE funding ends. It is clear that program staff are committed advocates for the veteran population. This is a model program which deserves wider recognition.

## **Commendations**

The Veterans Resource Center is commended for:

1. Strong advocacy and commitment to veteran success.
2. Efforts to build a sense of community and emphasis on academic achievement and social reintegration of veterans.
3. Efforts to educate SMC faculty and staff about the needs of veterans.
4. Collaboration with on-campus and off-campus agencies, groups, and entities to strengthen services for veterans.
5. Proactive pursuit of grant funding, including the award of a significant FIPSE grant.
6. Use of the library check out system for issuing books and tools to veterans.
7. Formation of an advisory group.

## **Recommendations for Program Strengthening**

The committee recognizes the excellent work of the Veterans Center and the positive way in which program growth has been addressed. Developing tools to effectively assess SLOs is an area the department should particularly address. The committee recommends that the program consider the following to further strengthen the program:

1. Develop SLO assessment tools and document assessment results.
2. Ensure that the collecting and reporting of data is consistent and that it is clear what the numbers represent.
3. Develop strategies for engaging students who declare veteran status who do not use the Veterans Resource Center.
4. Expand efforts to improve veteran resiliency through social interaction and integration into the general student population.
5. Seek opportunities to gain wider recognition of the Veterans Resource Center as a model program.
6. Continue efforts to seek additional funding.

## **Recommendations for Institutional Support**

1. Determine the level of support the institution currently provides to support the Veterans Resource Center and assign a distinct location code to improve documentation of institutional support, especially for purposes of grant applications.

**Program Review Chair**     *Mary C. Colavito*     4/6/2012

# **Program Review Executive Summary Welcome Center Fall 2011**

## **General Comments**

The Welcome Center is an outgrowth of a recent Title V Developing Hispanic Serving Institutions (HIS) grant and Basic Skills Initiative funding, thus this is the Center's first program review. Initially developed to increase the success rates of Hispanic students, many of whom test into basic skills coursework, the center has proven so successful that it was institutionalized in 2010 when grant funding ended. Now an important component of the Santa Monica College's enrollment and retention plan, the Welcome Center sees about half of all new students.

The population served by the Welcome Center has changed somewhat over time and as students learn about the Welcome Center more are self referring for the ease of a constant drop-in approach. Originally targeting recent high school graduates during their first year of attending SMC full-time, the Center now sees more part-time students, students who have completed more than 30 units and students who are also being served by other college programs. These changes are prompting discussion and review of the mission of the Welcome Center – a discussion which needs to take place within a broader institutional context.

Although a plethora of demographic data, enrollment patterns, counseling contact patterns, and basic skills patterns is collected, the program is now mature enough to begin looking for measures of impact on success and retention and other more meaningful data to inform program decision making and improvement. One important source which the program must focus on is SLO assessment. The report indicates that after multiple years of discussion staff have not been able to agree on SLO assessment, which has been inconsistent at best. With the imminent ability to record assessments of counseling in the ISIS portal, the program should be able to move beyond discussions of modes of assessment to consistent assessment and evaluation of the results.

The primary service provided by the Welcome Center is academic counseling through a variety of programs and modes. The highest proportion of students is served through drop-in counseling, with individual counselors seeing dozens of students a day during peak times. This places a heavy burden on counselors and staff burnout is a concern. Welcome Center counselors participate in a number of counseling support initiatives and programs and also work closely with academic and student service and support units. Efforts have been made to leverage resources and collaborate with other counseling programs, such as Outreach, to ensure that the Welcome Center is staffed year round.



Through analysis of usage patterns a number of trends have emerged, some of which have been addressed by changing days and hours of operation. Other trends, such as the large percentage of students with more than 30 units completed using the Welcome Center drop-in service, may be the result of students seeking immediate service wherever they can find it. Assessment and greater coordination of all counseling services could be a tool to ensure that the broadest number of students is served.

### **Commendations**

The committee recognizes the Welcome Center is a new and innovative program that is transitioning from a grant funded program to one that has been institutionalized. As the initial point of counseling contact for many first-time students, the Welcome Center lives up to its name and projects a welcoming face for SMC. The committee commends the program for:

1. Implementing the Title V grant so well that the Welcome Center has become institutionalized.
2. Effectively achieving the grant goals.
3. Serving large numbers of students, especially assisting significant numbers of at risk students.
4. Collaborating with other programs, such as Outreach, to staff the Welcome Center year round.
5. Collaborating with other areas and programs and participating in activities such as VIP Welcome Day, Fantastic Days, and the Basic Skills Classroom Visitation Project.
6. Adjusting hours of operation to better serve students.

### **Recommendations for Program Strengthening**

The committee reminds the Welcome Center program that SLO assessment to reach proficiency by June 2012 is an institutional priority, and recommends that the program consider the following to further strengthen the program:

1. Ensure that SLO assessment takes place during Spring 2012.
2. Prioritize the self recommendations made in the report as well as the data to be collected and analyzed to inform decision making for program improvement.
3. Review the mission of the Welcome Center within the broader context of all the student services available to students and determine the special contributions the Welcome Center can offer to complement those services.
4. Determine the primary population(s) that can be best served by the Welcome Center, whether that may vary depending on the time frame within the semester, and the strengths the Welcome Center can offer to support programs and initiatives such as Basic Skills.

**Program Review Chair**       *Mary C. Colavito*       4/6/2012

# **Program Review Career Services Executive Summary 2010-11**

## **General Comments**

The goal of Career Services is to enhance the career development process for students through internships, access to speakers addressing a variety of careers and related topics, workshops, on-line resources, career counseling, and career focused instructional classes. Program staff are committed to helping students understand that career exploration and preparation are integral to their educational experience.

To support their goals, the Career Services offers a variety of services:

- Career Counseling –delivered individually or as a unit in Counseling 20; may include career assessment tools, introduction to resources, help with career skills (job search, resume writing, interview skills etc.).
- Internships - maintenance and publication of listings, assistance to students in identifying and applying for internship experiences, internship classes (90 A,B,C,D), Internship Fair
- Employment Services – job postings, job search assistance, on-line resume review, job fairs and on campus recruiting, and workshops.
- Career Planning and Job Success Skills courses – one-unit classes focused on helping students gain information and skills to assist them in planning for careers and successfully applying for jobs in their chosen fields.
- Cool Careers Speakers Forums - annual series of panels, each focused on a particular career cluster.

The program supports a robust internship program. These are work-based learning experiences that allow students to explore a particular career. Recently, Career Services has limited participation in internships to SMC students, which staff believe has been a productive change. Students participating in an internship also earn credit for the experience and must meet defined requirements. Career Services solicits internship opportunities from employers, provides assistance in finding internships, helps students set learning objectives and obtains site approval, handles required paperwork, and works with different department faculty to monitor student work.

Career Services also offers numerous support services geared toward helping students prepare for employment. In addition to job leads - which are available through job fairs, employer visits to campus, and job postings - students can receive help with resume writing, interviewing skills, dressing for the interview, writing cover letters and thank-you notes, and conducting a job search. Multiple workshops on employment-related topics are also offered throughout the academic year. Especially popular are the Cool Careers Speakers Forums that address particular career clusters.

An active advisory board of industry representatives from a wide variety of career fields helps staff stay abreast of changes and trends in careers. Changes to the program, improvements in staff-developed resources, and adjustments to the Counseling 12 & 15 classes have been made in response to advisory board input.

Career Services staff is clearly committed to helping students and over time has increased the variety of services and been proactive in developing collaborations with other departments to support student success. The program is led by a full-time faculty leader with support from 3 permanent classified staff and, currently, 3 part-time counselors. Funding for the counseling staff fluctuates between district and grant funds so this staffing is not constant. Thus, it is incumbent upon the program to identify a critical level of services that can be maintained through changing budget cycles.

Career Services has mapped the ways in which the activities and services provided help students meet the ILOs. The staff has developed program and internship class SLOs as well as, in collaboration with the Counseling department, SLOs for Counseling 12 and Counseling 16. However, these eventually proved difficult to measure so new SLOs have just been identified. Satisfaction surveys have been administered for some program components/activities. Efforts have been made to gather data and measure student satisfaction with services. However, analysis and conclusions appear more focused on validating the program than on providing feedback on which to base program improvements.

## **Commendations**

The committee acknowledges the dedication of the Career Services staff and commends the program for:

1. Innovations and changes to the internship structure such as placing course materials on eCompanion, targeting placements for SMC students, and support for national internships.
2. Creation of the Cool Careers presentations.
3. Entering into a Job Fair partnership with Santa Monica Place.
4. Offering numerous workshops addressing career planning and job search techniques.
5. Revisions to SLOs.
6. Active engagement of program advisory board.
7. Staff efforts to keep up to date on changes in career fields.

## **Recommendations for Program Strengthening**

The committee recommends Career Services consider the following to further strengthen the program:

1. Working with Institutional Research to develop long term measures to identify trends and the effectiveness of program services.
2. Improving departmental understanding of the use and analysis of data.
3. Developing a strategic plan and set priorities for a core of services and student support to be maintained through budget swings.
4. Using assessment results of SLOs and other measures to inform goals for program improvement.
5. Bringing the Internship Program area of the Career Services website into compliance with accessibility standards.

**Program Review Chair**     *Mary C. Colavito*     4/28/2011

# **Program Review Executive Summary Disabled Students Programs & Services Fall 2011**

## **General Comments**

This was a thoughtful and well written report reflective of the strength of Disabled Students Programs & Services (DSPS). A long standing program at Santa Monica College, DSPS is comprised of eight different areas (Counseling, High Tech Center, Alternate Media Services, Learning Disability Program, Developmental Disability Program, Acquired Brain Injury Program/Pathfinders, ADA 504 Compliance, and Deaf/Hard of Hearing Services) designed to help students with disabilities participate and succeed in SMC programs and activities. A dedicated and committed staff has created such a successful, deep, and broad array of programs and services that the SMC DSPS is a nationally recognized model.

In 2010-11, DSPS served approximately 1600 students, a 32.6% increase since 2005-06. Files are maintained for every student seen, although the numbers reported to the Chancellor's office for funding are slightly lower due to very specific definitions and limitations for reimbursement eligibility. DSPS students present a wide variety of disabilities and achievement levels, yet overall their demographics and success rates do not vary significantly from the overall college population, nor have they changed much since the last program review. What has changed is the increase in certain disabilities, such as autism spectrum disorders.

DSPS was an early participant in the SLO process. SLOs (now SUOs) have been created and assessed for all 18 DSPS courses, as well as program SLOs applicable to each DSPS unit. After several years of assessing and modifying the program SLOs, DSPS has recently created new SLOs. All DSPS faculty have been engaged in regular discussions of the SLO/SUO process, which has helped to increase awareness of what students should learn from interactions with the programs. DSPS staff have a clear vision focused on student success and a deep understanding of the needs of the students served.

As a long-time core program, DSPS is a tremendous resource not only for students, but for the rest of the college community as well. DSPS faculty proactively collaborate with many other campus programs and departments as well as among the different DSPS program areas. Program faculty commitment extends to serving on numerous college committees and workgroups to ensure that disability-related issues are considered in institutional discussions and decision making. The diverse backgrounds of program faculty are an added strength.

DSPS operates under both federal and state laws, which are complex and frequently re-interpreted based on new legal decisions. DSPS faculty work hard to stay up to date and ensure that the college remains in compliance. Although DSPS is a categorical program receiving special funding from the state, these allocations are insufficient to cover program costs, including those that are mandated. Program leadership does an excellent job of attempting to manage costs within compliance requirements. Program staff are also critically aware of the need for timely responses to requests for accommodation; the lack of complaints attests to DSPS efficiency and responsiveness.

Although laws protecting the rights of disabled persons have been in existence for many decades, a number of college faculty and staff are still unaware of the institutional and individual responsibilities associated with complying with these regulations. DSPS staff have consulted with individual faculty, made training available to departments and programs, and generally extended opportunities for increased awareness across the campus. Due to the serious nature of non-compliance however, DSPS and the college should consider providing such training in a college-wide setting, for example during flex days.

One area of concern is the need for an institutional Section 508 plan and a compliance officer to develop a plan and manage implementation. The 1998 amendment to Section 508 of the 1973 Rehabilitation Act specifies standards for purchasing and creating accessible electronic and information technology. Current DSPS staff have attempted to address at least some of the 508 requirements, but as more faculty regularly employ technology in the classroom the need for a comprehensive plan and a compliance officer is heightened. As this is a federal mandate, the college should review options for ensuring that Section 508 requirements are met.

Another on-going concern relates to inadequate test-proctoring facilities and staffing. DSPS has seen an increase in the number of students needing alternative testing situations. The current proctoring room, intended to be temporary, is neither adequate nor sufficient and is somewhat distant from staff who might otherwise be able to provide additional support. The new Student Services building will address this need, but construction delays mean that a better interim solution needs to be found.

Although currently scattered across the main campus, DSPS program areas will be united in one area when the new Student Services building is completed. This should further enhance inter-program collaboration and facilitate staffing support for and management of the wide array of services provided.

Many of the DSPS faculty who have been with the program for a long time are intending to retire soon. The program has begun to develop transition/succession strategies, and it would behoove the college to support and expand these plans to ensure that the program remains strong as any reduction in the ability to maintain compliance could be costly to the institution.

## **Commendations**

The committee applauds DSPS for a well written, integrated report that involved everyone in the program and commends the program for:

1. Development, assessment, and revision of SLOs.
2. Clear focus on student success and using documentation through data collection and other tools to inform discussions of program improvement.
3. Responsiveness of program faculty to student needs and obvious passion for the vision of the program.
4. Outreach to faculty and efforts to provide training and awareness of the needs of students and the variety of disabilities they may be presented.
5. Collaboration with other programs and departments across the campus.
6. Efforts to help disabled students served recognize their limitations, take responsibility for their life plan, and to become self advocates.
7. Serving increased numbers of students with essentially the same level of resources.
8. Staff knowledge of laws and interpretations of laws regarding disabilities and efforts to ensure the college remains compliant.
9. Revisions to DSPS curriculum.
10. Staff willingness to take on additional duties of some monitoring of 508 compliance.

## **Recommendations for Program Strengthening**

The committee acknowledges the thoughtful analysis and suggestions for program improvement included in the report, upon which the following recommendations to strengthen the program are based:

1. Increase efforts to provide in-service training to all faculty.
2. Expand strategies and implementation of the DSPS staffing succession plan.
3. Expand efforts to address changing needs generated by changes in the student population (such as the increase in students with autism).
4. Create a web page to help college programs address web accessibility issues.

## **Recommendations for Institutional Support**

1. Support the development and implementation of a Section 508 compliance plan and identify a 508 compliance officer.
2. Provide support to assist programs developing and maintaining accessible web sites.
3. Review the current facilities, staffing and needs for proctoring, and develop a workable interim plan.
4. Investigate the feasibility of mandating institutional training on legal responsibilities and requirements, both institutional and individual, related to serving students with disabilities.

**Program Review Chair**     *Mary C. Colavito*     4/6/2012

# **Program Review Executive Summary Earth Science Spring 2011**

## **General Comments**

The Earth Science department is comprised of four academic programs and one Career Technical Education program: Astronomy, Anthropology, Geography, Geology, and Sustainable Technologies. At the core, the common objective of these diversified programs is to help students discover the origin and development of the universe, our planet and humans, learn how the planet functions and comprehend the limits of the Earth's resources, and to realize the capacity of humans to alter many global processes. The depth of Earth Science course offerings is unusual for a community college. Strong enrollments in these classes are a testament to the strength of instruction and the vision of the department.

The department has made a concerted effort to collect, analyze and respond to data. Demand for courses in all four academic programs has been consistently high. (As a new program, there is minimal data on Sustainable Technologies). Enrollment, retention and success rates of students in Earth Science classes are similar to the college-wide numbers. The number of students aged 20 – 24 taking Earth Science courses is significantly higher than college-wide numbers and the department notes that encouraging students of color to take Earth Science classes is a continuing challenge. Not surprisingly, a higher percentage of Earth Science students indicate transfer as their goal when compared to the college-wide transfer aspirations. Perhaps related to that, the percent of full-time students enrolled in Earth Science classes is significantly higher than the percent of full-time students enrolled college-wide, which likely has an impact on student success and retention.

Earth Science has been engaged in the Student Learning Outcome (SLO) process from the beginning. SLOs were written for each course, each discipline, and the department, mapped to the ILOs, and revised in response to an evaluation process that engaged the whole department. Assessment data on the success of students meeting SLOs was captured over several semesters, in some cases resulting in revisions to the SLOs as well as to the assessment measures. The department participated in the on-line SLO pilot, which revealed that students were more successful in meeting SLOs in classes that included a lab component than in lecture-only versions of the same class. This data supports the previous assumptions by faculty that hands-on learning improves student performance and understanding of course material.



Since the last program review, Earth Science has taken leadership for the emerging Sustainable Technologies Program. Beginning with a single certificate in Solar Photovoltaic Installation in Fall 2009, two additional certificates have been added in Recycling and Resource Management and Energy Efficiency. To support the demand for trained workers in the growing field of sustainable technologies, additional certificates are planned. In recognition of the rapid growth of this field, a new full-time faculty position to take leadership for the discipline was approved.

Strong efforts to foster collaboration have been made among the department disciplines, as well as with other departments. Earth Science has participated in the development of the Interdisciplinary Studies AA, Environmental Studies AA, and Environmental Science AS degrees. In creating the Latin American Education Program, faculty sought participation from several other departments to create cross-discipline experiences. Through successful partnerships with other departments and institutions, Earth Science has been awarded or participated in multiple grants which have enhanced department programs and classes. Faculty have been energetic in seeking and creating opportunities to strengthen the program through additional funding.

Department creativity and commitment are particularly evident in the range of instructional projects and extra-curricular activities faculty have designed and individually supported to enhance student learning and success. Many faculty are engaged in on-going research and field work projects that provide students with hands-on, practical experience. Additionally, multiple discipline-related student clubs are sponsored by Earth Science faculty. Finally, the number of field courses developed and offered by the department is impressive for the variety of opportunities they offer to students. These are all time-intensive, extra activities which the faculty provide because they are committed to their fields and to educating students.

When completed, the proposed new Math/Science complex addition will include new classrooms, labs, offices, planetarium, and an observatory for Earth Science. Until then, the lack of adequate lab space and the impact on equipment and materials that are currently transported across campus to a variety of classrooms is a continuing concern for the department. This also limits the capacity of the department to consider adding lab components to lecture classes to improve student success, as indicated by the SLO data. Of particular concern to the department is the decreasing usefulness of the planetarium due to lack of staffing and aging equipment.

Despite these limitations, the department has participated in and implemented numerous innovative and exciting activities and programs. Given the core objective of the department, it is not surprising that the faculty have been leaders in the Global Citizenship and Sustainability initiatives. The multi-disciplinary Latin American Education Program study abroad program was developed by Earth Science faculty and serves as a model for such programs. Since 2008 nearly 100 students have participated in interdisciplinary-themed study in Mexico and Central America.

Throughout this well-written, extensive and thorough report, it is clear that the faculty are committed to their disciplines and engaged in sustained reflection aimed at program improvement. Pleas for additional staffing and facilities were a dominant theme throughout the report. Although rooted in a desire to improve each discipline, as a leitmotif it was less effective than documenting the many strengths and accomplishments of the programs and faculty.

## **Commendations**

The committee acknowledges the efforts of Earth Science to continue offering high quality instruction and experiences despite limited resources and commends the department for:

1. Continuing efforts to develop and maintain a robust curriculum.
2. Engagement in the Global Citizenship Initiative.
3. Development of common department goals.
4. Participating in the SLO pilot and standardizing SLO assessment.
5. Developing and taking leadership for the Latin American Education Program.
6. Developing a broad range of field study courses.
7. Participation in the development of and assuming leadership for the Sustainable Technologies program.
8. Engagement of Earth Science faculty in college-wide committees and campus activities, research, study abroad, and student clubs.
9. Successful acquisition of grants and other funding.
10. Attempts to maintain some level of Earth Science tutoring in the Learning Resource Center.

## **Recommendations for Program Strengthening**

The committee suggests Earth Science consider the following to further strengthen department programs:

1. Documenting responses to SLO assessment such as revisions to courses, programs, or SLOs.
2. Following through on evidence suggesting the incorporation of more hands-on activities in non-lab classes improves student success.
3. Ensuring that departmental CTE programs form an industry advisory board and that meetings are documented.
4. Further refining data presentation to ensure that comparisons are clear and relevant as well as documenting how data analysis informs decision-making.

## **Recommendations for Institutional Support**

1. Support the maintenance and staffing of the planetarium at a level which meets instructional needs, at a minimum.

**Program Review Chair**     *Mary C. Colavito*     5/18/2011

# **Program Review Executive Summary English Spring 2011**

## **General Comments**

The English department is the largest instructional department at the college. The overarching goal of the department is to give students writing instruction, critical thinking experiences, and reading strategies that will enable them to find, develop, and clearly articulate ideas so that they can succeed in their academic studies, occupational aims and life aspirations. Three program levels: transfer, developmental, and basic skills, address grammar and composition, reading, and literature.

This was an exceptionally thoughtful report, impressing the committee with the depth and breadth of reflection aimed at improving student success. The department clearly understands the critical role it plays in supporting the Institutional Learning Outcomes (ILOs) and the relationship of program and course Student Learning Outcomes (SLOs) to the ILOs. The department participated in the on-line SLO assessment pilot with 25 instructors assessing 49 sections. Initial results reflect the hierarchical nature of the skills measured and will certainly be a catalyst for discussion as faculty participation in on-line SLO assessment increases.

Recommendations from the previous program review were taken seriously and carefully explored. Energetic discussions have engaged the faculty and contributed to the significant curriculum changes the department is proposing. Since the last program review, new faculty hires, support from major grants, and opportunities for professional development have all contributed to the energy, commitment, and enthusiasm that is demonstrated in the report. Faculty have made great efforts to investigate a wide variety of strategies and best practices, implementing many that seemed the best fit for our students, including revising curriculum, evaluating SLO assessments, developing grading rubrics, and developing a common essay assessment. The number of full and part-time faculty participating in these efforts is laudable. Funding from the Basic Skills Initiative and other grants has contributed much needed support to these efforts.

Over time, the desire to help students succeed, especially those testing into developmental and basic skills levels, has led to a confusing increase in the number of courses required to reach college level English. Recognizing the need to streamline the English sequence, the department has created a new 5-unit C-level course combining reading and writing, which will be offered in Fall 2011. A similar course at the B level is anticipated for Spring 2012. Completing these courses will significantly reduce the amount of time it takes students to move through the sequence. This is a major shift for the department and demonstrates not only its responsiveness to changing demographics and student needs but also its commitment to student success. The report documents well the rationale behind these changes.

Although lab time is required for most C-level courses and one B-level course, access to these resources has been shown to positively impact students in all pre-college level courses. The increasing numbers of students enrolling in pre-college level courses has strained the ability of the department and the college to provide adequate access to resources. To supplement the support available through the English/Humanities Tutoring lab, English faculty created the Writing Center. Staffed by part-time English faculty paid through grant funding, the drop-in model has proven very effective. Recently, the English and Humanities Tutoring Lab and the Writing Center have been merged in a single location to become the Writing Humanities Tutoring Center (WHTC) offering both drop-in and scheduled appointments.

Consistent staffing of the WHTC is an ongoing problem exacerbated by the fluctuating needs for instructional assistants and the current personnel hiring structure. Grant funding has supported faculty tutors who supplement district funded Instructional Assistants (IAs). However, the demand for tutoring fluctuates depending on the term and the current Merit System positions and rules create a cycle of constant hiring and training of temporary IAs to supplement the core of permanent positions. The grant-funded SI program, essentially the training and use of student tutors to provide one-on-one and small-group tutoring, is another source of instructional support that has positively impacted student success. How, or whether, this support will be institutionalized when grant funding ends is of great concern to the English department.

Documenting the impact of tutoring on student success has been a concern for both the department and the college. The WHTC staff set up a computer tracking system to monitor daily student use of the center which has helped to identify trends in demand. An on-line survey of department faculty has provided information on how faculty publicize tutoring services and whether or not they require students to access them. The combination of funding support from the Basic Skills Initiative and increased staffing in Institutional Research is also beginning to generate data that will be extremely helpful in determining the effects of tutoring on student retention and success. Taken together, all of this information will support the efforts of the department and the WHTC to complete a formal assessment plan which will help inform institutional decision-making.

English 1 is consistently the highest demand class, yet it is worth noting that almost three quarters of first-time students assess below this level. The percentage of students placing in developmental or basic skills English has increased since mandatory assessment for entering students was implemented in 2004. This has had major implications for how the department has addressed curriculum, institutional improvement and the instructional environment. One area that particularly concerns the department is placement accuracy, especially, but not limited to, the placement of ESL students who enter at the English 1 level. Dialogue with the ESL department and the Assessment Center is an on-going effort to develop solutions and strategies that will more accurately place students and identify appropriate pre- and co-requisites. English and ESL have successfully collaborated on the Common Essay and this would be a logical extension of that collaboration on the front end.

The department has worked hard to engage all faculty, full- and part-time, in the discussion and decision making processes. For example, at the C level, full-time faculty meet with all part-time faculty, either in scheduled meetings or one-on-one, to

ensure everyone participates in discussions and planning outcomes are fully communicated. The department has created an eCompanion homeroom shell which serves as an easily accessible resource repository for course outlines of record, SLOs, sample assignments, and a venue for department-wide discussions. New faculty receive support and multiple materials that include instructional resources and department standards and expectations.

English faculty have enthusiastically embraced the use of instructional technology and feel that its use has increased instructor efficiency and improved student success and retention. How to maintain existing technology – largely funded by grants – and add new technology in additional classrooms is a concern. Since the last review the department has increased the on-line course offering and embraced eCompanion as an effective tool. English faculty are also among those who have been trained to use the Digital Learning Studio and the department offers several classes in this advanced facility.

While the English department is justifiably proud of their efforts which have increased student success rates, they also clearly feel they need to do more and have identified areas of focus for future efforts:

- Leadership within and for the department
- Teaching excellence
- Effective, responsible curriculum
- Tutoring and instructional support for student success

The number of English faculty involved in activities outside of the classroom is noteworthy. Faculty are taking leadership for, serving on, or supporting such varied activities as the Global Council, Student Success Committee, Literary Speakers Series, Great Teachers Series, Sustainable Works, Academic Senate committees, finding and bringing guest speakers to campus, and making presentations to the college community.

## **Commendations**

The English department has engaged in deep and thoughtful review and discussion resulting in numerous changes designed to improve student success. The committee acknowledges the collective willingness to engage in self-reflection and use the results as an opportunity to make numerous changes and commends the department for:

1. Alignment of department goals and activities with college goals and initiatives.
2. Faculty participation and leadership in many activities and initiatives across the college such as Global Citizenship and college-wide committees.
3. Faculty participation in professional development and efforts to actively share information by conducting workshops open to all faculty.
4. Participation in the SLO pilot.
5. Collaborations with other areas and departments such as ESL, Math, Counseling, and Student Support Services to improve student access and success.
6. Thoughtful changes to the curriculum such as the new combined C-level course, and scaffolding of assignments.
7. Implementation of common assessments.
8. Effective use of data to inform discussion and decision making.
9. Improvements in the percentage of C-level students moving to college level.
10. Implementing the effective strategy of linking reading and writing courses for a single cohort of students.
11. Moving to common textbooks and handbooks where possible.
12. Departmental embrace of instructional technology.
13. Efforts to expand instructional support through the writing Center and now the combined Writing Humanities Tutoring Center, as well as supplemental instruction.
14. Efforts to continue the successful Literary Speakers Series.

## **Recommendations for Program Strengthening**

The committee recognizes the many efforts made by the English department to identify and address a variety of issues aimed at program improvement, including the setting of future goals. The following recommendations for the department to consider to further strengthen the program are intended to build upon improvements already implemented or planned:

1. Documenting the evaluation and assessment of English 85.
2. Strengthening efforts to engage all departments in efforts to implement writing across the curriculum.
3. Continuing efforts to share successful teaching methods and strategies with colleagues in other departments.
4. Reviewing the efficacy of implementing non-credit modules to support the new accelerated curriculum models.
5. Continuing efforts to implement innovative approaches to tutoring and participate in efforts to identify funding sources to do so.
6. Continuing collaborative efforts with ESL and the Assessment Center to more accurately place ESL students in English courses.
7. Maintaining the level of self reflection and documentation evident in the current report.

## **Recommendations for Institutional Support**

1. Support English department efforts to develop staffing formulas for hiring instructional assistants that align with demand and do not place an excessive burden on the department.
2. Support efforts to develop a “writing across the curriculum” model that includes an effective level of student support.
3. Develop an institutional plan to support the increasing demand for instructional technology.

**Program Review Chair**     *Mary C. Colavito*     5/25/2011



# **Program Review Grants Executive Summary 2010-11**

## **General Comments**

The primary goal of the Grants Office is to support efforts to pursue, obtain, and manage public and private grant funding that will support and promote institutional goals and priorities. To accomplish this, the office engages in three distinct functions:

- Prospect Research – finding potential grant opportunities and disseminating this information to the campus community
- Grant Development – planning, writing, and submitting grant proposals
- Grant Management – assisting with the implementation of grant-funded projects so that outcomes are achieved on time, within budget, and in accordance with institutional, state, and federal rules and regulations

It should be noted the Grants Office is a small operation consisting of a full-time director and a part time administrative assistant and thus is not the sole area of the college which applies for and writes grants. Being proactive in establishing strong relationships with other areas of the College such as Fiscal Services, Institutional Research, and the Foundation has helped maximize access to resources and ensure adequate fiscal monitoring and compliance requirements are met, thereby increasing the effectiveness of the Grants Office. During the review period the college has maintained a fairly consistent base of \$6 million per year in grant funded revenue.

The Grants Office has developed a clear, strategic vision and goals that focus on developing long term relationships with and promoting awareness of SMC with different funding agencies, while ensuring there is appropriate institutional capacity to execute awards. The office is committed to maintaining a consistent grant funded base, and ensuring grant requests align with the institutional mission and goals and support one or more student, department/program, or institutional goals and priorities. To further this commitment, a Grants Advisory committee has been formed to provide input and recommendations.

It is not possible for the Grants Office to directly manage all grants awarded to the college so a number of resources have been developed to provide support to grant funded projects including:

- A web site that provides grant monitoring and tracking resources, including standardizing time and effort reporting;
- A grant management manual that provides new project managers with essential information regarding grant management at SMC;
- Grant/project manager workshops that address topics of interest to managers;
- Financial resources to expand and/or enhance the efficiency and effectiveness of SMC's support services to assist grant-funded projects; and
- One on one consultation by Grants Office staff with grant/project staff.

The committee acknowledges the Grants Office for maintaining a deft balance between the distinct functions. Well written, measurable outcome objectives for each function have been developed which clearly support the institutional learning outcomes and goals. These outcomes strengthen the ability of the Grants Office to assess its effectiveness in addressing the resource development needs of the college. Criteria have been developed by which all potential projects are assessed, which aids in planning and prioritization. Overall, the Grants Office annually reviews and assesses its effectiveness using tangible outcomes. There are plans to add qualitative evaluation tools as well.

Economic and political factors often precipitate shifts in available funding and the focus of funding agencies. The Grants Office has done an excellent job of keeping abreast of these changes and adjusting grant application strategies accordingly. The report includes several recommendations for institutional support that could potentially increase the ability of the college to win significant awards or help defray hidden costs to execute the grant. If the college were to undertake the steps necessary to negotiate a federally approved indirect cost rate it could help to support the impact on Fiscal Services imposed by grant compliance and monitoring. Currently many federally funded programs are targeting specific underrepresented groups. As college goals are reviewed it may be worth considering changes in language to enhance the college's competitiveness for these targeted funds.

Accurate data is critical to the ability of the college to qualify for many funds so it is incumbent upon the institution to bear this in mind when reviewing regularly reported data. For example, whether or not the college meets criteria to be considered a Hispanic Serving Institution (HSI) has been called into question. Thus, a priority concern for the Grants Office is to ensure that accurate, consistent data is available. Collaboration with Institutional Research and Information Services has been critical to resolving some of these issues. Recent staff additions in Institutional Research should further strengthen the ability of these offices to help effect solutions.

## **Commendations**

The committee acknowledges the Grants Office for a well thought out and clearly written report and commends the office for:

1. Ensuring grants pursued align with the institutional mission and strategic goals.
2. Leveraging resources through working with other areas such as the Foundation.
3. Collaborating with Fiscal Services to ensure grants meet compliance and audit requirements.
4. Proactive efforts and support to train Fiscal Services staff and grant managers.
5. Developing a clear strategic vision along with tools to assist in making grant application decisions.
6. Developing resources to support grant managements such as workshops and training, grant management manual, and a resource website.
7. Forming a Grants Advisory committee.
8. Developing measurable outcomes.
9. Staying current with changes and trends in the grant world through active involvement with the Council for Research Development and other resources.
10. Collaborating with many departments and programs across the college.

### **Recommendations for Program Strengthening**

The committee acknowledges the limited staffing of the Grants Office and recognizes the many accomplishments related to planning, development of resources and securing grants. To further strengthen the program the committee recommends the office consider the following:

1. Developing an annual grant calendar to aid institutional review and planning.
2. Setting a regular meeting schedule for the Grants Advisory committee.
3. Implementing a user satisfaction survey.
4. Working with department chairs to develop a plan to engage more faculty in writing grants that the institution identifies as priorities.

### **Recommendations for Institutional Support**

1. Move forward with establishing a federally approved indirect cost rate.

**Program Review Chair**     *Mary C. Colavito*     4/28/2011

# **Program Review Executive Summary Human Resources Fall 2011**

## **General Comments**

Since the last program review, Human Resources (HR) has undergone a major reorganization. A comprehensive review of the HR structure and functions led to Board approval of reorganization in Fall 2009. As a result, the office has established distinct units staffed with personnel having expertise in the identified areas of responsibility. To support this, new positions have been established, some old positions have been abolished, and staff duties have been realigned to support unit functions. In addition to streamlining functions, increasing efficiency and accuracy, and improving overall operations, these changes have eliminated redundancies and resulted in personnel cost savings. Thus, this program review report serves to document the changes and results and provides a blueprint for continuing improvements moving forward.

The review that led to the changes was helpful in identifying not only structural issues but also areas that needed improvement. These included areas with the largest percentage of problems such as liability exposure for the District, coordination of leaves and benefits, and time-keeping and recording issues. While not all of these problems were solely the responsibility of HR, long standing practice, combined with system issues, certainly contributed. It is clear that HR took the review findings seriously and has committed to addressing them.

In the last year, HR has been able to expand into additional quarters contiguous to existing assigned space. This has improved staff morale, improved work flow through locating unit staff together, and helped to communicate the reorganization structure to the larger college community. Along with creating and restructuring individual units within HR, the office has also undertaken multiple audits and used the results to improve processes and reporting. For example, benefits reconciliation managed by the benefits unit has cleaned up record keeping and reporting which has resulted in significant annual savings to the District. Recruitment and Operations has implemented an on-line application process for faculty hiring. Other notable achievements include revising and updating the HR website and implementation of a digital storage plan. All units have worked hard to improve customer service and relations, cross train within units, and provide training to service users.

It takes time to accomplish such a massive restructuring. Human Resources has embarked upon this in a thoughtful manner, gathering and analyzing data and feedback and systematically making changes. Efforts have been made to communicate internally and externally, to develop cohesive plans and approaches, and to identify continued improvement to be addressed moving forward. Human Resources managers and staff

are justifiably proud of the accomplishments and achievements of recent years and demonstrate a commitment to continue the process of review and improvement.

## **Commendations**

The committee commends Human Resources for a well organized and thorough report. The reorganization of the entire HR operation was a huge undertaking and commitment and the committee acknowledges the ensuing improvements that have increased the effectiveness, efficiency and service of all units and functions. Of particular note are:

1. Implementation of the on-line application process for faculty hiring.
2. Increased publicity and access to retirement seminars and information for all college staff.
3. Ongoing savings achieved for the District through reorganization staffing changes and benefits reconciliation.
4. Increased training opportunities focused on needs identified by HR staff as well as the larger college community.
5. Revisions to the HR website.
6. Cross training of staff.
7. Creation of a faculty handbook.
8. Improved orientation for classified and academic new hires.
9. Improved communication and relations with the Personnel Commission.

## **Recommendations for Program Strengthening**

The committee recognizes the vast changes and improvements made since the last program review and recommends that Human Resources consider the following to further strengthen the operations:

1. Develop a comprehensive assessment plan that encompasses both the full operation and individual units with identified benchmarks. For those areas primarily delivering a service or training ensure that the assessment modes go beyond a satisfaction survey.
2. Work with appropriate planning bodies to develop a District Staffing Plan
3. Identify further improvements to be made to tracking policies for employment leaves.
4. Develop a comprehensive list of employment and labor-related policies and regulations to be developed or updated.
5. Identify and develop appropriate training for HR staff to improve understanding and update knowledge and changes in the many complex rules, agreements, policies and regulations affecting Human Resources operations.
6. Develop a database for tracking complaints and investigations.
7. Investigate options for creating an on-line system to facilitate employment processing once a hire has been made.
8. Develop an exit interview process.
9. Develop an integrated Professional Development plan that addresses the institutional culture, and incorporates college initiatives and planning processes.
10. Develop a master training plan for the District.

## **Recommendations for Institutional Support**

1. Review the College's relationship with LACOE and determine options for addressing problems with the system, the true cost to the District in terms of staff time, opportunities for errors and inconsistencies, and opportunities for improving efficiency.
2. Support efforts by Human Resources and Payroll to align record keeping and differences in interpretation of leave policies.

**Program Review Chair**     *Mary C. Colavito*     4/6/2012

# **Program Review Institutional Research Executive Summary 2010-11**

## **General Comments**

Since the previous program review, Institutional Research has had multiple changes in staffing and leadership, which severely impacted program operations and effectiveness. At the time of this report, the office was achieving stability and had just completed hires to reach the maximum current staffing level. Despite these challenges, and the increasing demands by the college community for research support, the achievements of the office in the last year have been remarkable – a period during which the only staff member was the Director.

Achievements and activities include developing and providing a standard data set for instructional units undergoing program review, helping numerous departments develop surveys, working with the S/ILO Committee to support programs in writing and assessing SLOs, preparing the first Institutional Effectiveness Report and developing a supporting matrix, conducting multiple studies, and making significant improvements to the Institutional Research website, including access to numerous resources. The office also provides significant support to the Basic Skills Initiative, conducts placement test and course prerequisite validation studies, and offers training in various research tools. To accomplish all this and more, the office works with an advisory committee as well as other bodies to set priorities and an agenda for meeting institutional research needs.

Well defined goals are linked to core functions and support a customer-friendly approach to service. Since Institutional Research is an administrative unit and does not provide direct instruction or services to students, the unit developed clear service unit outcomes instead of student learning outcomes. Although the outcomes have yet to be assessed, a recently administered satisfaction survey indicates a high degree of respondent satisfaction with Institutional Research support; respondents primarily received assistance with program review, surveys and SLO assessment. The office serves all campus groups as well as providing assistance and reports to external groups, and preparing required institutional performance reports.

Despite the relative newness of Institutional Research staff there is a sense of collegiality and collaboration that is evident in unit interactions across campus. Staff members willingly participate in committees, where their expertise is appreciated. Workshops and training for various departments and groups have further strengthened the positive impact of the office. However, it should be noted that the demands for increased institutional accountability and response to accreditation recommendations will place further responsibility on the office.

## **Commendations**

The committee acknowledges the turnover in staff and leadership experienced by Institutional Research in recent years and therefore that the transformations the unit has achieved in the last year are particularly worthy of note. Institutional Research is commended for:

1. Many accomplishments and assistance to multiple areas of the college despite limited staffing of the office.
2. Establishment of an Institutional Research plan and research agenda.
3. In depth support to the CTE committee and units, and the Basic Skills initiative and instructional departments.
4. Creation of a standard set of program review data for instructional programs.
5. Outreach to other departments and groups on campus and delivery of training and workshops.
6. Development of service unit outcomes.
7. Support to the S/ILO committee and numerous programs in writing and assessing outcomes.
8. Improvements to the Institutional Research website including access to reports and resources.
9. Creation of the Institutional Effectiveness Report and matrix.

## **Recommendations for Program Strengthening**

The committee recommends Institutional Research consider the following to further strengthen the program:

1. Assessing service unit outcomes and develop a more systematic evaluation of unit effectiveness.
2. Developing additional resources, tools, and training to enable others to conduct inquiry and research, thereby building research capacity.
3. Developing protocols for accessing data and requesting research assistance.
4. Developing a system for tracking workload to improve efficiency and effectiveness.

**Program Review Chair**     *Mary C. Colavito*     4/28/2011



# **Program Review Executive Summary Transportation Fall 2011**

## **General Comments**

Santa Monica College has a very small main campus site. As a result, in recent years the College has acquired or leased multiple sites to accommodate program needs. There are now 4 satellite sites – Bundy, Airport, AET and PAC - which each house specific programs as well as general education classes. To serve the many students who take classes at multiple sites the College has developed a transportation plan which addresses both parking needs and the movement of students between sites. The transportation piece of the plan is managed by the Transportation department.

The Transportation department is one of several services operating under the Auxiliary Services umbrella. Staff reports to the Director of Auxiliary Services and consists of a transportation supervisor and several drivers. In addition to collaborating with the City of Santa Monica Big Blue Bus (BBB), which provides transportation service to college students and staff through multiple BBB lines that connect to the main campus and other college sites, the SMC Transportation department runs shuttle services between college sites that are not included on the BBB routes. The College has a fleet of 3 small shuttle buses.

In addition to the BBB and SMC –operated shuttle service, Transportation also manages contracted bus/shuttle services which cover times and routes not covered by the other two services. Transportation can provide drivers on occasion for specific college sponsored activities, and also is responsible for maintaining college vans, as well as the buses.

This is the first time that the Transportation department has presented a program review and it is clear the department views itself as an operations service provider. The report is a compilation of services, functions, and collaborations with an emphasis on their admirable record of timely responsiveness and customer service.

The department has made a valiant attempt to write goals and outcomes and to align them with the Institutional Learning Outcomes. However, as with other operational units with little experience writing goals and outcomes, the Transportation department is in need of additional guidance and help in writing measurable outcomes. Methods and tools for effectively assessing department outcomes are not in place, nor is there a sufficient or accurate collection of data. Currently, the department reacts to individual complaints (ex. a bus not maintaining the posted schedule due to some traffic impediment) but has no method for assessing overall customer satisfaction or collecting positive feedback.

What stands out to the committee is the premium the department places on customer service, the efforts expended to immediately address any problems related to service delivery, and the commitment to collaborate with other areas of the college to deliver service and support college initiatives and goals. For example, in support of the college commitment to sustainability, the Transportation department has converted a number of college owned transportation vehicles to use compressed natural gas (CNG). This support of the college goal to decrease the institutional carbon footprint is notable because limited CNG infrastructure adds significant time and cost to fueling the converted vehicles – impacts which fall to the department to address. The Transportation department was also a major participant in the implementation of the bus card swipe used by BBB riders.

### **Commendations**

The Transportation department is commended for:

1. A strong customer service focus and immediate response to any complaint or problem.
2. Active participation in college planning bodies and collaboration with other areas of the college to deliver comprehensive transportation service.
3. Department emphasis on honesty and integrity of staff in all dealings with students and staff.
4. Thoughtful investigation and adoption of current technologies such as CNG conversion of vehicles and the bus card swipe.

### **Recommendations for Program Strengthening**

The committee recognizes the responsiveness and customer service emphasis of the department. Developing tools to effectively assess program goals and outcomes and systematic collection of data to document results are areas the department should particularly address. The committee recommends the department consider the following to further strengthen the program:

1. Consult with the Academic Senate Joint Institutional Effectiveness Committee to develop measurable unit outcomes and methods for assessing them.
2. Consult with Institutional Research to identify tools for regularly gathering and documenting data about unit effectiveness.
3. Formalize timetables and methods for gathering data and feedback.
4. Consider the feasibility of combining the Transportation department web presence with the Transportation options screen on the new college website to minimize confusion and streamline updating of information.

**Program Review Chair**     *Mary C. Colavito*     4/6/2012

# **Program Review Executive Summary Upward Bound Fall 2011**

## **Comments**

Upward Bound is a federally funded program that targets low-income high school students who are potential first-generation college students with the objective of providing multiple support tools and experiences designed to improve participant skills and motivation to enter and succeed in post secondary education. The program is currently in the last year of a five-year funding cycle and expects to apply for continued funding.

The program serves 50 high school students in grades 9 - 12 from two SMC feeder high schools that meet program criteria. Employing a time intensive, hands-on approach, program staff deliver services and activities to participants both at the high school during school hours and at the college through a variety of weekend and summer activities. Support includes counseling, academic advising, instruction in prescribed core curriculum, tutoring, career information and cultural awareness. The program also offers programming to engage participant parents.

Upward Bound is unlike any other support programs at the college because it provides services to high school students rather than SMC students. Program participants are not enrolled in college classes at any time during the four years a student could potentially be in the program. Thus, program activities and parameters are aligned with and meet K-12 requirements and regulations, not those of SMC. This alignment creates challenges for the program, particularly in hiring because high school rather than college criteria are the measures. Internally, other than the project manager, the program has been limited to temporary hires for staffing which impacts program stability and consistency. It should be noted that program staff have done an excellent job of finding ways to surmount these barriers.

The program has developed SLOs, some of which have more concrete measurements than others. Student self reporting is the primary tool for assessing SLOs and program goals. If refunded, the program should consider developing more comprehensive assessment tools. It should be noted that successful efforts have been made to reach out to and engage the parents of program participants as one method to reinforce program objectives.

The instructional requirements of the program are mandated by the grantor. Finding ways to address the described core curriculum, intended to improve student performance in high school, has been a challenge since at any time program participants are enrolled in four different grades: 9th – 12th. Seminars and workshops have been the preferred format for delivering this content.

The goal of the program is for students to enter post secondary education. Program staff are clearly committed to helping participants succeed, both in high school and in college. The program leader has a strong grasp of the underlying dynamics affecting student success for this population as well as effective strategies to keep students motivated. Although the program serves a relatively small number of students it is a population that requires constant engagement.

Upward Bound students who choose to attend Santa Monica College have been easy to track and document. To follow the progress of students who enroll in other institutions either directly from high school or on transfer from SMC, staff access the national student clearing house and do direct follow-up by phone and home visits. Both during participation in the program and afterward, staff are constantly and actively engaged with students and clearly understand the needs and dynamics of the program participants.

### **Commendations**

The Upward Bound program is a resource-intensive program directed at low income, potential first-generation college students. Staff commitment to student success is very apparent. The Upward Bound program is commended for:

1. Consistently improving program results, including the number of participants completing the program and graduating from high school.
2. Proactively seeking engagement and feedback from students and parents.
3. Exceeding the target values set as program goals.
4. Collaborating with multiple departments across the college.
5. Clear passion and commitment of program leadership to the program and the students.

### **Recommendations for Program Strengthening**

The committee acknowledges the uniqueness of a support program that does not include any college level curriculum and recommends the program consider the following to further strengthen the program:

1. Develop assessment tools that go beyond student self reporting. The Academic Senate Joint Institutional Effectiveness Committee might be helpful in determining the most effective tools.
2. When applying for renewed funding, consider ways to more clearly define program structure, methods to be used in designing program activities and curricular content, and the parameters for selecting participants.
3. Investigate the possibility of creating a contract with participant parents as well as the students.
4. Collaborate with other college programs and resources to maximize outreach and recruitment at the target high schools.

## **Recommendations for Institutional Support**

The committee recognizes the difficulties inherent in delivering a program that aligns with high school requirements and recommends that the institution:

1. Find a way to support the employment needs of federally funded programs that don't fit neatly into college processes and systems but must still meet federal requirements.

**Program Review Chair**     *Mary C. Colavito*     4/6/2012

# **Program Review Executive Summary Veterans Resource Center Fall 2011**

## **General Comments**

Santa Monica College has been helping veterans transition from the military to academia and processing required GI Bill benefits paperwork for decades. However, in 2004 the decision was made to consolidate multiple scattered support functions to streamline the process for students and the seed for what became the Veterans Resource Center was planted. In 2005 the first “Boots to Books” class was offered. However, it wasn’t until 2010 when dedicated space was provided to consolidate all veterans support functions and services that the Center became a program.

Since 2004, the number of veterans receiving benefits has grown from approximately 125 students to almost 600 - with numbers expected to swell even more in the short term as troops return from Afghanistan and Iraq. The most common injuries suffered by the new wave of returning veterans are Traumatic Brain Injuries (TBI) and Post Traumatic Stress Disorder (PTSD). Recognizing that a safe environment where veterans could make the adjustment to academia was critical for the contemporary veteran, the college allocated temporary space for a Veteran’s Resource Center in the Liberal Arts building until the new Student Services building is completed.

A small but dedicated staff has provided strong support and advocacy for student veterans. In 2010 the Center was awarded a three year Fund for the Improvement of Postsecondary Educations (FIPSE) grant. Grant funds are enabling the Center to expand services and support designed to increase access, retention and completion rates of veterans.

Program staff have developed strong collaborative relationships with other college programs such as DSPS, as well as external programs and groups such as the West Los Angeles Veterans Administration Hospital and public health programs. For example, an agreement with non-profit support initiative U.S. Vets provides a psychologist to meet with veterans and their families. Working with DSPS, the Center has established a small assistive technology lab for veterans suffering from TBI equipped with computers with assistive technology, as well as securing smart pens for check out. Through the Library the Center has set up a check out system for books and assistive tools.

Additionally, Veterans Resource Center staff have made a significant effort to reach out to the greater SMC community to provide training and information about special needs and issues of veterans. The transition back to civilian life, especially for veterans

suffering from PTSD and TBI, is difficult and stressful, so faculty and staff understanding is critical to providing a fully supportive environment.

In addition to the objectives developed for the FIPSE grant, the Veterans Resource Center has also written SLOs, although formalization of the Center as a program is too recent for assessment to have taken place. To support the FIPSE reporting requirements Center staff have collaborated with Institutional Research (IR) and Management information Systems (MIS) to collect data that is and will continue to be valuable for assessing program effectiveness and to guide future program planning.

Recognizing that the number of veterans seeking to attend SMC will grow in the near future, program staff have been proactive in seeking sources for funding to maintain the program when the FIPSE funding ends. It is clear that program staff are committed advocates for the veteran population. This is a model program which deserves wider recognition.

## **Commendations**

The Veterans Resource Center is commended for:

1. Strong advocacy and commitment to veteran success.
2. Efforts to build a sense of community and emphasis on academic achievement and social reintegration of veterans.
3. Efforts to educate SMC faculty and staff about the needs of veterans.
4. Collaboration with on-campus and off-campus agencies, groups, and entities to strengthen services for veterans.
5. Proactive pursuit of grant funding, including the award of a significant FIPSE grant.
6. Use of the library check out system for issuing books and tools to veterans.
7. Formation of an advisory group.

## **Recommendations for Program Strengthening**

The committee recognizes the excellent work of the Veterans Center and the positive way in which program growth has been addressed. Developing tools to effectively assess SLOs is an area the department should particularly address. The committee recommends that the program consider the following to further strengthen the program:

1. Develop SLO assessment tools and document assessment results.
2. Ensure that the collecting and reporting of data is consistent and that it is clear what the numbers represent.
3. Develop strategies for engaging students who declare veteran status who do not use the Veterans Resource Center.
4. Expand efforts to improve veteran resiliency through social interaction and integration into the general student population.
5. Seek opportunities to gain wider recognition of the Veterans Resource Center as a model program.
6. Continue efforts to seek additional funding.

## **Recommendations for Institutional Support**

1. Determine the level of support the institution currently provides to support the Veterans Resource Center and assign a distinct location code to improve documentation of institutional support, especially for purposes of grant applications.

**Program Review Chair**     *Mary C. Colavito*     4/6/2012



# **Program Review Executive Summary Welcome Center Fall 2011**

## **General Comments**

The Welcome Center is an outgrowth of a recent Title V Developing Hispanic Serving Institutions (HIS) grant and Basic Skills Initiative funding, thus this is the Center's first program review. Initially developed to increase the success rates of Hispanic students, many of whom test into basic skills coursework, the center has proven so successful that it was institutionalized in 2010 when grant funding ended. Now an important component of the Santa Monica College's enrollment and retention plan, the Welcome Center sees about half of all new students.

The population served by the Welcome Center has changed somewhat over time and as students learn about the Welcome Center more are self referring for the ease of a constant drop-in approach. Originally targeting recent high school graduates during their first year of attending SMC full-time, the Center now sees more part-time students, students who have completed more than 30 units and students who are also being served by other college programs. These changes are prompting discussion and review of the mission of the Welcome Center – a discussion which needs to take place within a broader institutional context.

Although a plethora of demographic data, enrollment patterns, counseling contact patterns, and basic skills patterns is collected, the program is now mature enough to begin looking for measures of impact on success and retention and other more meaningful data to inform program decision making and improvement. One important source which the program must focus on is SLO assessment. The report indicates that after multiple years of discussion staff have not been able to agree on SLO assessment, which has been inconsistent at best. With the imminent ability to record assessments of counseling in the ISIS portal, the program should be able to move beyond discussions of modes of assessment to consistent assessment and evaluation of the results.

The primary service provided by the Welcome Center is academic counseling through a variety of programs and modes. The highest proportion of students is served through drop-in counseling, with individual counselors seeing dozens of students a day during peak times. This places a heavy burden on counselors and staff burnout is a concern. Welcome Center counselors participate in a number of counseling support initiatives and programs and also work closely with academic and student service and support units. Efforts have been made to leverage resources and collaborate with other counseling programs, such as Outreach, to ensure that the Welcome Center is staffed year round.

Through analysis of usage patterns a number of trends have emerged, some of which have been addressed by changing days and hours of operation. Other trends, such as the large percentage of students with more than 30 units completed using the Welcome Center drop-in service, may be the result of students seeking immediate service wherever they can find it. Assessment and greater coordination of all counseling services could be a tool to ensure that the broadest number of students is served.

### **Commendations**

The committee recognizes the Welcome Center is a new and innovative program that is transitioning from a grant funded program to one that has been institutionalized. As the initial point of counseling contact for many first-time students, the Welcome Center lives up to its name and projects a welcoming face for SMC. The committee commends the program for:

1. Implementing the Title V grant so well that the Welcome Center has become institutionalized.
2. Effectively achieving the grant goals.
3. Serving large numbers of students, especially assisting significant numbers of at risk students.
4. Collaborating with other programs, such as Outreach, to staff the Welcome Center year round.
5. Collaborating with other areas and programs and participating in activities such as VIP Welcome Day, Fantastic Days, and the Basic Skills Classroom Visitation Project.
6. Adjusting hours of operation to better serve students.

### **Recommendations for Program Strengthening**

The committee reminds the Welcome Center program that SLO assessment to reach proficiency by June 2012 is an institutional priority, and recommends that the program consider the following to further strengthen the program:

1. Ensure that SLO assessment takes place during Spring 2012.
2. Prioritize the self recommendations made in the report as well as the data to be collected and analyzed to inform decision making for program improvement.
3. Review the mission of the Welcome Center within the broader context of all the student services available to students and determine the special contributions the Welcome Center can offer to complement those services.
4. Determine the primary population(s) that can be best served by the Welcome Center, whether that may vary depending on the time frame within the semester, and the strengths the Welcome Center can offer to support programs and initiatives such as Basic Skills.

**Program Review Chair**       *Mary C. Colavito*       4/6/2012

# **Program Review Workforce & Economic Development Community Service Executive Summary 2010-11**

## **General Comments**

Separate reports were submitted for Workforce and Economic Development and Community Service. However, both functions are now under the same leadership and it is evident that Community Services is becoming more integrated with Workforce and Economic Development. To acknowledge and encourage this transition, and to make it easier for the units to submit future program review reports, this executive summary will address the areas as a single unit.

Since the last program review, there have been multiple changes in leadership and reporting structures for the programs encompassed in this review. The charge to the unit is to integrate career technical education (including the development of new and expansion of existing credit programs, and workforce training), support for local economic development through the Small Business Development Center (SBDC) and contract education, and professional training offered through Community Services. To that end, a vision and broadly defined strategic goals have been developed. However, the breadth of the goals makes them difficult to measure and specific action plans are either yet to be developed or were not included in the report.

Many programs/activities developed by the unit have been implemented with grant funding. This has proved to be an effective catalyst for initiating training that then leads to the development of credit career technical courses and programs. A good example of this is the workshops that led to the development of the Photovoltaic program. Other activities such as the I Am Santa Monica training program have directly served local business and strengthened college ties with the local public and private sectors. The SBDC has been recognized for its efforts and successes in providing assistance to small businesses and pre-venture entrepreneurs. Internally, the SBDC has been presenting seminars and workshops for career technical programs, especially those whose students are most likely to become independent contractors or business owners.

Community Services has been fortunate to have a core of excellent long term staff who have provided stability during multiple transitions. The program has maintained a traditional community education program while also adding innovative offerings by partnering with on-line course providers to offer specialized on-line training and with West LA College to share facilities and instruction. In support of career technical programs, Community Services has provided the mechanism for offering professional certification testing.

One area which all unit programs need to address is the development and assessment of outcomes; service or program outcomes would be more appropriate than student learning outcomes. As this is a requirement for the institution to reach proficiency by Spring 2012, this should be a top priority for both Workforce and Economic Development and Community Services.

## **Commendations**

The committee recognizes the challenges arising from multiple changes in leadership and reporting structure and commends the unit for the following:

### **Workforce and Economic Development**

1. Greater integration of Workforce and CTE programs and ensuring CTE is the driving focus behind program planning.
2. Participation on the CTE committee and collaborations with CTE program faculty to develop career pathways and new credit programs.
3. Awards and recognition of the SBDC efforts and programs.
4. Local partnerships to deliver the I AM Santa Monica training.
5. Increase in CTE professional development training.
6. Production of the CTE Economic Report.
7. Implementation of a comprehensive website.
8. Participation in and awards of grants focused on CTE programs.
9. Efforts of multiple fronts to stay current with industry and economic trends and the impact these have on our CTE programs.

### **Community Service**

1. Implementation of an on-line registration system.
2. Improvements to website including access to on-line registration and class rosters.
3. Partnership with on-line course providers to increase availability of web-based training.
4. Facilitating testing for professional certification.
5. Collaboration with the SBDC to offer training opportunities to the community.

## **Recommendations for Program Strengthening**

The committee acknowledges the changes and improvements made by the unit and recommends the following be considered to further strengthen unit programs:

### **Workforce and Economic Development**

1. Developing and assessing unit outcomes.
2. Ensuring that institutional priorities are the catalysts for and align with future partnerships and grant applications.
3. Expanding on current successes in identifying and developing opportunities for new programs.
4. Ensuring that credit faculty are engaged in planning for potential new programs at the earliest stages, including implementation of contract training.
5. Reviewing the impact of budget cuts on activities and programs and prioritizing those for which seeking continued funding is critical.
6. Assessing requirements and developing strategies for creating databases and tracking systems to increase program efficiencies.

## **Recommendations for Program Strengthening (continued)**

The committee acknowledges the changes and improvements made by the unit and recommends the following be considered to further strengthen unit programs:

### **Community Services**

1. Developing and assessing unit outcomes.
2. Exploring partnerships like that with West LA College to share costs and increase potential offerings.
3. Determining the best strategies for developing and implementing targeted marketing.

Program Review Chair     *Mary C. Colavito*     5/5/2011