Program Review
Planning Summary
Spring & Fall 2013

Introduction

Program Review is the process by which every area of the college documents the self-evaluation process. All programs/areas of the college submit a comprehensive report to the Academic Senate Joint Program Review Committee every six years. The review process is designed to help programs identify areas for improvement, document the basis for any changes made to the program, and to inform institutional planning.   Programs submit a written report responding to specific prompts. These reports are read by the committee, which then meets with program representatives to engage in dialogue based upon the detail provided in the report. The committee agrees upon commendations for performance of functions and activities deemed noteworthy, recommendations for program strengthening, and, if appropriate, recommendations for institutional support. Committee recommendations are then documented in an executive summary. Reports and executive summaries are accessible on the Program Review committee website.

As all programs at the college engage in self-evaluation through the program review process, committee members 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 to programs, and discussing how this information can contribute to institutional planning.

Many committee members have served for multiple years, providing history and continuity, which aids the committee in identifying issues and concerns shared by multiple programs. These are captured in the annual report the committee submits to the District Planning and Advisory Council (DPAC) as recommendations based on observed overarching trends. Each of these recommendations is discussed by DPAC and many of them have become *Master Plan for Education* annual objectives. For example, recommendations made in the 2012 Program Review Planning Summary were incorporated into six objectives in the 2012-13 *Master Plan for Education*; in 2013-14 four Master Plan for Education objectives can be linked to program review recommendations. Additionally, recommendations from program review which do not reach the level of institutional objectives for the *Master Plan for Education* are often referred to an appropriate committee or operational unit to be addressed. In response to the 2013-14 program review recommendations, DPAC referred 13 recommendations to committees and/or operational areas.

For several years the Program Review Committee has worked on revisions to the program review process and the specific prompts in preparation for moving to a completely on-line format that will also include a shorter annual version. In 2013 multiple programs used the paper version of the revisions, providing valuable feedback on the clarity of the revised

prompts. The on-line version of Program Review will be launched in Spring 2014, somewhat later than originally anticipated. Moving to the on-line format will help programs maintain easily accessible and continuous documentation, enable the Program Review committee and other planning bodies to gather consistent information across programs, and establish a subset of annual data and needs that will provide information across programs to assist in annual institutional planning.

To help programs prepare for the review process, the committee offers multiple orientation sessions for programs scheduled for full review the following year. Additionally, Institutional Research provides a common dataset to instructional programs, works with student and instructional support programs to design specialized data collection tools, and assists administrative programs to identify and assess appropriate measurable outcomes. All programs are asked to report on outcomes assessments and the program response to the results.

Program Review Committee membership overlaps with the Curriculum and Institutional Effectiveness Committees to ensure there is sharing of information and to strengthen committee processes and communication. Committee appointments are made for the academic year while this report covers a calendar year to better align with the institutional planning calendar.

Committee Membership
Chair: Mary Colavito, Faculty, Life Science (Spring 2013)
       Jamey Anderson, Faculty, Physical Science (Fall 2013)
Vice Chair: Katharine Muller, Administrator, Academic Affairs
Jamey Anderson, Faculty, Physical Sciences (Spring 2013)
Sara Brewer, Faculty, Communications (Fall 2013)
Sandra Burnett, Faculty, DSPS (Fall 2013)
Lin-San Chou, Faculty, Music (Fall 2013)
Makiko Fujiwara-Skrobak, Faculty, Modern Languages and Cultures
Sharon Jaffe, Faculty, ESL
William Lancaster, Faculty, Design Technology
Hannah Lawler*, Administrator, Institutional Research
Randal Lawson, Administrator, Executive Vice President
Erica LeBlanc*, Administrator, Academic Affairs
Sehat Nauli, Faculty, Physical Science (Spring 2013)
Mark Tomasic, Faculty, Dance
Mary-Jane Weil, Faculty DSPS (Spring 2013)
Daniel Berumen, Institutional Research (committee resource)
Guido Davis DelPiccolo, Faculty, Social Sciences (committee resource as Curriculum Committee Chair)
*Also serves on Institutional Effectiveness Committee

Programs Reviewed and Reports Accepted Spring & Fall 2013

The following programs submitted a full program review report, all of which were accepted by the committee:

- CalWORKS
- Center for Environmental & Urban Studies
- Counseling
- EOP&S
- ESL
- Financial Aid & Scholarships
- High School Initiatives
- International Education
- Life Sciences
- Media & Reprographics Services
- Pico Promise Transfer Academy
- Scholars
- TRiO

CTE Programs 2 Year Review

Career Technical Education (CTE) programs are required to submit abbreviated biennial reviews. The following CTE programs completed reviews in 2013:

- Communications & Media Studies
- CSIS
- Sustainable Technologies

2013 Recommendations for Institutional Support for Specific Programs

Executive summaries for all programs reviewed in Spring and Fall 2013 are included in this report. In addition to a narrative, the summaries include commendations, recommendations for program strengthening, and recommendations for institutional support, if appropriate. Recommendations for institutional support that, to the knowledge of the committee, have not already been addressed are listed for consideration in institutional planning processes:

1. Explore ways to serve the CalWORKS population without the onus of the reporting requirements linked to current funding contracts. (CalWORKS)
2. Include "living campus signage" in the college signage plan, where appropriate, to explain the environmental and sustainable practices employed throughout the college. (Center for Environmental & Urban Studies)
3. Support the need for additional technology resources to address the mandates of SB 1456. (Counseling)
4. Develop a means for electronic capture of positive attendance and arranged hours to replace paper rosters for non-credit classes and reduce the possibility of incomplete data for FTES reporting. (ESL) *Note: this recommendation applies to all non-credit programs*
5. Investigate the value of maintaining the SMC cable station. (Media & Reprographics Services)

6. Explore discussions with UCLA, at a higher administrative level, regarding the large number of international students interested in committing to a Scholars transfer program. (Scholars)

Recommendations of the Committee Based on Overarching Trends Observed

Every year issues of concern to more than one program emerge through reports submitted or committee discussion. 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 been previously identified by the committee as overarching issues and continue to be expressed as a concern to at least one program.

Institutional Effectiveness

Assessment of institutional effectiveness has been sufficiently institutionalized that recommendations in this area have shifted from implementing processes, structures, and strategies to recommendations for improvements and refinements to processes and reporting, and expansion of support and training. The process by which the annual *Master Plan for Education* objectives is developed integrates Program Review recommendations, Board of Trustees Goals & Priorities, Academic Senate Objectives, College Priorities (Basic Skills, Global Citizenship, Sustainable Campus, Vocational/Career Technical Education) and Strategic Initiatives. The Institutional Dashboard is now an annual report serving as another measure of effectiveness and a benchmark for improvement.

All programs are engaged in outcomes assessment, although the degree to which this is integrated into program planning varies. There is an institutional expectation that all programs will engage in assessment and evaluation for the purpose of program improvement, but each program determines how and to what level. The Program Review and Institutional Effectiveness Committees, along with the Office of Institutional Research, continue to provide and improve training and support to programs, particularly in interpreting data, refining assessments, and integrating this information into program planning and improvement. Creation of the ISIS portal for centralized collection and documentation of SLO data has improved monitoring and access to SLO data, however the system does not currently accommodate the recording of administrative unit outcomes assessments. In typical SMC fashion, this innovative system has prompted multiple programs and planning committees to request greater access and the ability to sort data in ISIS.

The DPAC institutional master planning process has been refined and tweaked in recent years to completely track and document the process and outcomes resulting in greater institutional understanding and awareness. The formatting and documentation of processes can serve as a model template for all institutional bodies to emulate.
1. Determine the efficacy of using the ISIS portal to centralize documentation of administrative program unit outcomes.
2. Refine the ISIS SLO portal to allow programs to sort SLO data more specifically.

3. Consider ways in which broad SLO information can be aggregated for utilization by appropriate planning bodies.
4. Implement training in the new on-line program review process.
5. Review the methods by which committees and planning bodies document processes and outcomes and make this information available.

Technology

Funding for technology maintenance and support is an ongoing concern for programs. For instructional programs, the ability to maintain equipment and licensing of software is a challenge, not to mention both internal and external pressures to adopt newer technologies to keep current with industry standards and adapt to rapid changes in the marketplace. Students adopt new technologies with alacrity and expect the college to keep pace. To some degree, staying abreast of changes in technology is critical to maintaining the SMC reputation for innovation, one reason the college is a premier destination for students. Technology is a powerful tool in the arsenal of innovation and innovation is a strength of the college and the focus of the I^3 Strategic Initiative.

The demands on our technology infrastructure increase almost daily. Every system and process at the college is dependent on technology. Planning and decision making is based on the information obtainable through our technology infrastructure – which works as well as it does because of the dedication of the technology support staff working behind the scenes. Today's students expect to literally access all information and maneuver every process with the swipe of a finger on the touch screen of a mobile device. They also expect to be able to use these devices everywhere. The demand for access, increasingly through wi-fi, and the need to maintain technology integrity and security is challenging. Capacity and staff are the factors that determine how well the college can address the demands for technology support and respond to the need to
deliver more. While much has been done already to address growing technology needs and demands, the desire for some level of consistent, committed support is voiced regularly.

Every year more processes, support systems, documentation and information are moved to formats that are accessible electronically or digitally. While these are time intensive to produce, in the end it increases access and flexibility, thereby maximizing resources long- term and allowing the college to reach more students in their preferred modes and level of convenience. However, this also makes it imperative that staff, as well as students, have access to appropriate technology.

Through innovative practice faculty are shifting the teaching learning paradigm. Employment of technology is a big part of that shift. Initial acquisition of technology is often grant funded, but training in and maintenance and replacement of this technology adds to the growing demand on support staff and the budget. Thus, it is easy to see why various aspects of technology maintenance and support annually appear on the list of overarching issues. Additionally, some of our older buildings lack sufficient infrastructure to support the technology needed by programs to support their curriculum.

Web and social media tools are increasingly the primary media for communicating information (institutional, program, event). Maintained properly, this information can always be current. Realistically, not all programs, committees, and operational areas have staff trained to perform this function, nor is there regular oversight to ensure information is appropriately linked and maintained. For example, documents may be regularly posted and updated on a committee website but not on the main college website. All posted information is required to be 508 compliant, but if the poster is unaware or unfamiliar with what this means the posting may be out of compliance. The need for training and support in creating and maintaining web and social media presence is a regular refrain from programs. More consistent monitoring of what and where information is being posted should be considered.

6. **Ensure an appropriate level of technology and instructional equipment maintenance and support is included in the district budgeting process every year.
7. **Include technology maintenance for CTE programs in the annual Technology Plan (CTEA funds cannot be used for maintenance).
8. **Investigate methods for providing students access to laptops and mobile technology pre-loaded with program applications for reasonable purchase or lease.
9. **Develop training and implement strategies for assisting programs to maintain a web and social media presence.
10. Consider adding web and social media maintenance to job descriptions, where appropriate.
11. Develop a plan for monitoring and oversight of updates to and links between all college social media sites.

Curriculum
There is close collaboration and communication between the Curriculum and Program Review committees. That there are no recommendations related to curriculum is evidence that the curriculum processes are effective and instructional programs find their needs are being addressed.

Equity and Student Success
In recent years, the Office of Institutional Research has provided programs with more detailed data, including success, retention, and persistence rates by demographic group. On these measures, Black and Hispanic students consistently rate lower than the overall college population. While this disparity is reflected in national and state data, indicative that this issue is not unique to Santa Monica College, it is worth noting that programs increasingly identify seeking improvements in this area as a high priority.

Through long term support for the Adelante and Black Collegians programs, *Master Plan for Education* annual objectives, Board priorities, current work on the *Student Equity Plan*, and other activities, the College has institutionalized a commitment to improving student equity. An array of support services provided through different programs and venues have been shown to have a positive impact. However, beyond support services, current research indicates that the type of interaction and engagement with instructors has the greatest impact on student success – both positive and negative. Many programs express not knowing how or what they could do to improve the success and positive college experience of students of color. Given the

number of programs identifying this issue, it seems timely to identify a formalized means for engaging the broader college community in ongoing dialogue and the sharing of strategies and practices shown to be effective. Further institutional research drilling down to determine the most impactful and scalable strategies would support such dialogue.

12. Identify a process for engaging the broader college community in dialogue focused on means to improve the success rates of Black and Hispanic students and identify research questions to inform this dialogue.

Support Services

The College provides an exceptional level of both student and instructional support services. Instructional support programs and activities include numerous tutoring labs, Supplemental Instruction (SI), and an excellent library. To address the decentralized structure of the various tutoring lab, a tutoring tracking system was implemented several years ago. This system allows the college to track who, how often and for which class(es) tutoring is being utilized. There is now sufficient longitudinal data available for greater depth of analysis. The desire for additional capability, particularly to enable on-line scheduling of tutoring, and for modifications, to fine tune tracking of required lab hours, has been expressed.

The SI program, now 5 years old, is an academic assistance program led by student peers - who are paid for their work. SI trains and employs students to serve as peer tutors for specific courses. Requests for SI support are initiated by instructors, who are then assigned an SI tutor for a specific section or sections. Initially focused on Math and English, the program is now responding to requests for SI support from faculty in other disciplines. Data results indicate that students who attend 5 or more SI sessions increase their grade by a half to a full letter grade in the SI related class. Challenges to expanding this effective practice include: identifying and training peer tutors for every instructor who wants one (turnover can be as frequent as every semester), and finding sufficient space to hold the SI sessions.

A plethora of student support programs are available at the College. These range from broadly focused services targeting all students, such as the Welcome Center and Transfer Counseling, to programs focusing on specific groups, such as Black Collegians, Latino Center, Pico Promise and the Veterans Resource Center. Counseling is a primary service, with additional support services varying from program to program. If there is a silver lining to the delayed construction and redesign of the Student Services building, it is the inclusion of greater flexibility in the design to enable the College to respond to shifts and changes in the delivery of student support programs and services.

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 and retention. For example, as the college develops strategies to support the GRIT (Growth/Resilience/Integrity/Tenacity) Strategic Initiative and looks more closely at the impact of cohort models on student success, a review of how student and instructional support services can mirror and support these strategies could further strengthen student retention and success.

14. **Identify proven effective practices implemented with target populations and evaluate scalability to the larger college population.
15. Explore modifications and additions to the tutoring tracking system desired by the tutoring staff.
16. Identify spaces that can be consistently allocated for SI sessions.
17. Review and refine the parameters used to determine the impact of student and instructional support services on student success.

Budget

Each year multiple programs raise concerns about ongoing support that is needed to maintain at least some aspect of a program or program responsibilities. The majority of these require funding and budgeting for ongoing costs, all of which have been aggregated in this section for consideration in budget planning processes and the need to identify dedicated funding sources.

An ongoing concern relates to issues of total cost and to non-discretionary costs. It is the practice of the College to seek the best possible price for an item or contract, with the initial cost the determining factor. However, there can be hidden costs that impact the total cost of ownership, such as staff time, ongoing support or infrastructure needed, compatibility with existing systems etc. A method for assessing total cost of ownership could contribute to avoiding unintended consequences and costs that can disproportionately affect some areas. In tight budget times there is often pressure to reduce expenditures for contractual services. Not all contracts are discretionary, for example those for infrastructure maintenance and licensing. Developing methods for assessing total cost of ownership and creating an inventory of basic required contracts are tools that could improve budgeting and expenditure processes.

Thanks to a series of successful bond measures, multiple new buildings are in planning or under construction. All of these buildings will include more sophisticated infrastructure and technology than is currently in place. It is incumbent upon the appropriate planning bodies to ensure that human resource and budget planning include sufficient resources to staff, train, and maintain the advanced equipment and infrastructure in these buildings as they are completed. Additionally, most of our older buildings scheduled to remain in use for an extended period of time are in need of upgrades to provide a more conducive learning environment and/or increase capacity to deploy more advanced technology.

18. **Ensure an appropriate level of facilities maintenance and support is included in the district budgeting process every year.
19. Assess older buildings expected to remain in use for the foreseeable future and upgrade where possible.
20. **Investigate methods for assessing total cost of ownership.
21. **Include in budget planning the additional staffing, training, and equipment needed to adequately maintain new buildings with more complex systems and increased square footage as they come on line.
22. **Inventory ongoing contracts for services that are critical to maintain and identify as non-discretionary.

Other

The College does an excellent job of promoting the institution as a whole. Even in bad budget times there was an understanding that maintaining some level of public presence would be crucial to our ability to respond when the enrollment shifted back to growth mode. That the college is on target for enrollment projections when other community colleges are struggling for enrollment supports this position. However, the committee notes that the desire for targeted marketing is often expressed across the board by instructional programs undergoing review.

23. **Develop a marketing plan that includes targeted marketing such as to promote CTE programs.
24. **Develop promotional pieces for aggregated types of programs (ex. arts programs) that can serve multiple programs in a variety of ways.

The formula for collecting non-credit attendance FTES funding is based on attendance. Currently, there is no electronic method for capturing this information beyond inputting the information from paper rosters. This results in inconsistent and erratic timing of data capture. Developing a means for electronic capture of positive attendance would reduce the possibility of incomplete data for FTES reporting and provide more timely and accurate information for planning purposes.

25. Investigate development of an electronic positive attendance system.

The primary way the institution collects information on student educational goals is through self-reporting. Instructional programs report that based on anecdotal information, student goals do not align with reported data. For example, indications of courses taken for professional development and retraining are not captured to the same degree as what is self-reported by students. Correcting this discrepancy in reporting is especially important for CTE programs. In response to the new mandated Student Success and Support Program (SSSP) the college is developing strategies for ensuring students meet the Ed Plan requirements. This may be one way in which expanding educational goal information may be documented to improve data accuracy.

26. **Explore methods for capturing more accurate information on the reasons students enroll in specific courses.

Another expressed need, especially by CTE programs, is the desire for a consistent and effective way to track students and their employment or transfer when they leave SMC. Programs have used anecdotal information, self-reporting, and some social media platforms to gather information. The recent establishment of the Office of Campus and Alumni Relations may offer a structure for a more coordinated effort across programs that could provide a broader picture of student success and achievement after SMC.

27. **Explore a broader institutional approach to creating databases for tracking student achievement and success after SMC.

The college has entered a long term lease for a property near the main campus to serve as much needed storage for supplies, furniture, and other goods; warehouse for the bookstore; theatre arts prop storage; and, eventually, shipping and receiving. Maintaining historical records (ex. financial) that the college is required to keep, is a different type of storage. Records of this type are currently stored in a number of ways and places. To avoid a repeat of the recent records restoration needed after severe water damage to some of these documents, a system for systematically digitizing such records seems worth exploring. It should be noted that some units (Admissions & Records, Human Resources) are moving to digital storage.

28. **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 that require only intermittent access.

Although the following items did not emerge as specific concerns from any program reviewed in 2013, the committee has included them in the annual report more than once before and lists them again here so they continue to be considered:

29. ** Provide resources to support section 508 compliance; assign someone to serve as the 508 compliance officer to ensure the college meets federal compliance regulations.
30. **Explore strategies for succession planning, especially in areas where the loss of long-time staff can be anticipated, as well as encouraging and training future leadership at all levels of the institution.
31. **Explore the efficacy of and the efficiencies to be achieved by creating a student account system.

Activities
In addition to reviewing the self-studies for the listed programs, the Program Review Committee has been working on the implementation of the on-line program review process and developing training guidelines for using the system. Programs whose reports are due in Spring 2014 will have the option of inputting the report to the on-line system or submitting an electronic Word version. Submission of annual reports is scheduled for the end of Spring 2014. Long term, moving to the on-line system will make submission of both 6-year and annual program review reports easier and enable generation of multiple reports for use by institutional planning bodies. The committee expects to offer regular training in the on-line system even after the Spring 2014 rollout.

The committee also provided orientation, training, and individual support to programs scheduled to undergo review in 2013, implemented self-guided content-training documents and launched a new training website with these documents, met with the Institutional Effectiveness Committee and the Office of Institutional Research, and provided regular reports to DPAC.