

## Program Overview

<b>Program</b>	High School Programs
<b>Does this program have a CTE component?</b>	Yes
<b>Academic Year</b>	2019/2020
<b>Review Period</b>	6 Year
<b>Service Areas</b>	

### A. Program Description and Goals

*This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.*

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

High School Initiatives encompasses the Dual Enrollment Program and the Young Collegians Program. These programs are primarily geared toward high school students attending the Santa Monica Malibu Unified School District (SMMUSD). The programs are driven by the collaboration between the college and SMMUSD, administrators meet on a monthly basis, in an effort to share costs and resources.

In addition to serving SMMUSD, the Dual Enrollment program has been working with the LA HiTech grant for the past 5 years (Fall 2014-Spring 2019) and has been able to offer Dual Enrollment classes at Beverly Hills HS, Culver HS, Crenshaw HS, Palisades Charter HS and Venice HS in support of the career pathways that were developed through the grant. Moving forward, the program will support SMC's Strong Workforce Grant and our high school partners who have received the K-12 Strong Workforce Grant.

#### **Dual Enrollment**

The Dual Enrollment Program (DE) offers high school students an opportunity to take college-level courses at their high school. Since Fall 2009 the program had only been exclusively serving Santa Monica High School and Malibu High School. This was due to a Title 5 regulation that required the program to obtain permission from the local community college for high schools outside of our district before any classes could be offered. In Fall 2015 SMC along with 7 other colleges were granted the LA HiTech grant. This grant made it possible for SMC to partner with Los Angeles Community College District (LACCD) schools and assign local high schools outside of our district, as approved schools for SMC to partner with. Through the grant we were able to develop pathways under the Information and Communications Technology (ICT) sector at our designated local high schools. During the 5 years of the LA HiTech grant, the program offered Dual Enrollment classes at Beverly Hills High School, Culver High School, Crenshaw High School, Palisades High School and Venice High School. Now that the LA HiTech grant has ended, the program was able to get approval from West LA College to continue supporting the local schools SMC was working with. Moving forward, the program will be working with SMC's Strong Workforce grant and the K-12 Strong Workforce grant to continue supporting the students and further developing pathways.

In addition, the Dual Enrollment Director and Workforce and Economic Staff work with the high schools to ensure that the program supports the high schools' needs. The program provides outreach material, enrollment services, program orientation to all participating students, and intrusive counseling. The program also supports SMC instructors who are

teaching Dual Enrollment classes. The classes are selected based on the request of the high school and the developed pathways through the ICT sector.

Furthermore, the state approved AB 288 in October 2015, this legislation allowed Dual Enrollment classes to take place during the school hours, close the Dual Enrollment class to non-high school students and offer remedial courses at the high schools. With this legislation the program was able to provide the high school with additional options for their students and expand the program.

### **Young Collegians Program**

The Young Collegians (YC) Program was developed in collaboration with SMC and SMMUSD administrators. The program was implemented in the summer of 2008. The program's goal is to open up the world of college to students while they attend high school and offer Santa Monica and Malibu high school students the opportunity to obtain a high school diploma while accruing college units simultaneously. The targeted population is comprised of students who have traditionally been underrepresented in postsecondary education, students who have not had access to the academic preparation needed to meet college readiness standards, students for whom the cost of college is prohibitive, students of color, English Language Learners, and first generation college attendees.

As a cohort, the Young Collegians participate in concurrent enrollment classes at SMC for three summers and are given the opportunity to individually take additional classes in the fall and spring semesters. The aim of the program is for a Young Collegian to successfully complete at least 14 SMC college units by the time they graduate from high school. The summer courses that the Young Collegians participate in are:

Year 1 - Communication Studies 35, Interpersonal Communication (3 units) and Counseling 1, Developing Learning Skills (1 unit)

Year 2 - Music 36, History of Rock Music (3 units) and Library 1, Library Research Method (1 unit)

Year 3 - CIS 4, Introduction to Computers, Business Applications (3 units) and Media 1, Survey of Mass Media Communications (3 units)

Along with the SMC summer classes, the Young Collegians are also expected to attend student success workshops, which provide tutoring opportunities, team building exercises, career exploration, presentations from inspirational speakers, soft skills training, college tours and college preparation workshops.

During the school year the group is brought together once a month for additional student success workshops which are designed to provide additional skills that reinforce their high school curriculum. These workshops support techniques that the Young Collegians learned during the summer and continue to provide them with study skills tools, career exploration exercises, college preparation workshops and one-on-one conferences.

### **How the programs support the mission of SMC**

These programs support the mission of SMC by providing students with a safe and inclusive learning environment that encourages personal and intellectual exploration, and challenges and supports students in achieving their educational goals.

They also assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning. By taking college classes, the high school students see themselves as college students who are able to be successful in a college setting. This in turn encourages the students to pursue higher education upon high school graduation and ensures a seamless transition to college. In addition, the programs are designed to ensure that a high school student is supported the entire time they take college classes and work to educate and instill in them the benefits of higher education.

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

The overarching goal of the Dual Enrollment program is to introduce high school students to college courses while they are attending high school and provide them with the opportunity to perceive themselves as a college student. Many of the classes selected by the high school are also a part of a pathway that is not available to the student though their high school. The classes are also designed to support and engage the students and help them to discover careers in the designated pathways.

With the approval of AB 288 the Dual Enrollment program developed College and Career Access Pathway (CCAP) agreements with some of the partnering high schools to be able to obtain the benefits of the new legislation. These comprehensive agreements are complex and require Board approval on a yearly basis. The Dual Enrollment program has successfully overseen audits for 3 years regarding these agreements with no findings.

Further, the Young Collegians program's goal is to encourage first generation and underrepresented students to pursue higher education after high school graduation. Students are referred to the program by their high school counselor during their freshmen year of high school on the basis that the student has a 2.0 or higher GPA, with a grade of "C" or better in their English class, and demonstrates the potential for being successful in a college setting.

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

The Young Collegians program aligns with all five ILOs. Some ILOs are more prevalent than others, but all five are integrated at some point in the program. Below is the breakdown of how the various ILOs are integrated:

1. Personal Attitudes & Behaviors- Young Collegians take 6 college classes throughout the program. Completing these classes provides the student with self-confidence and self-discipline. The classes selected for the students also inspire them to contemplate life issues as well as encourages them to learn to work as a team and help each other successfully pass the classes.
2. Analytic and Communications Skills- Each one of the Young Collegian classes trains the students with the academic skills they need to be successful college students who will communicate effectively and think critically. Counseling 1- Study Skills, teaches them how to be a successful college student, Library 1-Reaserach Methods, teaches them Information Literacy, CIS 4- Microsoft Office Suite helps them improve their Technology Literacy, Communication Studies 35- Interpersonal Communication, Music 36- History of Rock Music and Media 1- Introduction to Mass Media all work on communication skills and critical thinking.
3. Applied Social Knowledge & Values- Along with critical thinking the Communication Studies 35 and Media 1 courses encourage students to think about the inter-relatedness of the global human environment by the topics that are covered in class and the various class discussions that take place.

4. Applied Knowledge & Valuation of the Physical World- Through the Student Success workshops the Young Collegians on a yearly basis, participate in activities hosted by Sustainable Works; there they learn about how they impact the Earth and what they can do to live more sustainably.
5. Self-Authorship and Mattering- The focus of the Student Success workshop is to empower the students to realize their potential and strive to achieve their goals. These are accomplished through goal setting exercises, motivational speakers, one-on-one counseling, and many other activities that promote valuing academics as well as encouraging the students to exploring their interests and values.

The Dual Enrollment program aligns with the Personal Attitudes and Behaviors ILO. By exposing high school student to college classes, they acquire self-confidence, self-discipline, as well as team work and interpersonal skills.

We have also started to work with the guided pathways team on introducing Career Exploration at the high schools to students who are interested in coming to SMC. In the future, we hope to align our pathways with the SMC's Areas of Interest and streamline the transition to the college.

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

Dual Enrollment program is partially supported by the CTE Transitions grant, LA HiTech and SMC Strong Workforce grant.

High School Initiatives is currently staffed with:

- 1 Director (20% CTE Transitions)
- 1 part-time counselor (LA HiTECH or Strong Workforce)
- 50% AA1 (District Funds)

## B. Populations Served

*In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)*

### Saved Information For Populations Served

**Area/Discipline Information Pertains To**

*Dual Enrollment*

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

The Dual Enrollment program has offered 230 classes over the past 6 years and has served 5,549 students. The student numbers may be duplicated from semester to semester. Based on averages from each semester, the program has 44% males and 55% females. It has served 7% black students, 8% asian students, 29% hispanic students, 44% white students, 8% multi-ethnic students, while 5% of the students did not report their ethnicity. All the students who participated in the

program were Dual Enrollment students and under the age of 18. A chart with the detailed breakdown of the data above can be found in the appendix (See Appendix A. 1).

Along with an average of DE ethnicity data, the program also looked at the Dual Enrollment Demographics by each school and compared them to the demographics of the high school. This was done to ensure that all students at the high school were being encouraged to take Dual Enrollment classes. See appendix A.1 for these comparisons. Overall these numbers are comparable, but there is room for improvement at a few schools.

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

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The Dual Enrollment data was compared to the data of students at SMC during the 2018-2019 academic year.

In terms of gender, the Dual Enrollment program has 45% males and 55% females. Our gender breakdown is very similar to that of SMC for 2018-2019.

In terms of ethnicity, 7% of DE students were black compared to 8.7% of SMC students, 8% of these students were asian compared to 12.3% of SMC students, 29% of the students in the program were hispanic compared to 38.2% of SMC students, 44% of the students were white compared to 28.1% of SMC students, and 8% of the Young Collegians were multi-ethnic students compared to 5% of SMC students.

Based on the numbers, the program's ethnic breakdown and gender breakdown are similar to SMC's demographics. The only area where there is a slight difference is with the "white" category for the ethnic percentages. This is due to the fact that the DE program offers classes at three schools where the population is predominantly white.

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

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One of the goals for the Dual Enrollment program is to increase our diversity and ensure that all students have access to these college courses. Our goal would be to encourage students who are not in AP or Honors courses to take our classes. We have been working with our local high school counselors and some positive activity has occurred in this areas, but more needs to be done to help our mid-range students gain the confidence to take advantage of these college level courses.

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*Young Collegians*

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

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The Young Collegians program served 167 students. Based on averages from the past 6 years 44% of the students were males and 56% females. The program served 17% black students, 2% Asian students, 71% Hispanic students, 5% White students, and 5% multi-ethnic students.

For the Young Collegians program we also looked at the parents' highest level of education, since the program is meant to serve first generation college students. The families reported that 4 mothers and 23 fathers did not to report their education level, 27 mothers and 26 fathers reported a 9<sup>th</sup> grade education level or less. The families reported 18 mothers and fathers have finished some high school and 41 mothers and 44 fathers graduated high school. 37 mothers and 28 fathers have some college or university level education, 9 mothers and 7 fathers had an Associated Degree. 18 mothers and 13 fathers graduated from a 4-year college/university, 13 mothers and 8 fathers completed post graduate study.

The program also looked at the income levels of the families. Based on data that students reported 38 students had an income between \$0-\$20,535 dollars, 27 students reported an income, between \$20,536-\$30,975 dollars, 21 students reported an income between \$30,976-\$41,415 dollars, 10 students reported an income between \$41,416-\$51,855 dollars, 12 students reported an income between \$51,856-\$62,295 dollars, 22 students reported an income between \$62,296 or more dollars and 37 students did not report their income. A chart with the detailed breakdown of the data above can be found in the appendix (See Appendix A. 2).

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

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The Young Collegians data was compared to the data of students at SMC during the 2018-2019 academic year.

In terms of gender, the Young Collegians program has 44% males and 56% females. Our gender breakdown is very similar to that of SMC for 2018-2019.

In terms of ethnicity, 17% of YC students were black compared to 8.7% of SMC students, 2% of these students were asian compared to 12.3% of SMC students, 71% of the students in the program were hispanic compared to 38.2% of SMC students, 5% of the students were white compared to 28.1% of SMC students, and 5% of the Young Collegians were multi-ethnic students compared to 5% of SMC students. A chart with this comparison can be found in the appendix (See Appendix A. 2).

Based on the numbers the program's ethnic breakdown is very different from SMC's. As mentioned previously, the targeted population for the program is students who have traditionally been underrepresented in postsecondary education, students who have not had access to the academic preparation needed to meet college readiness standards, students for whom the cost of college is prohibitive, students of color, English Language Learners, and first generation college attendees. These demographics, as well as the information presented on parent's education levels and income shows that the Young Collegians program is serving the targeted students.

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

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The population of the students served by the program has stayed the same since the last full program review. The program continues to serve students of color who are primarily low income and first generation.

### C. Program Evaluation

*In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.*

**Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.**

**How would you like to answer these questions?**

#### Saved Information For Program Evaluation

**Area/Discipline Information Pertains To**

Young Collegians

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

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

*UO statements focus on service or operational outcomes such as:*

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

Upon completion of the Young Collegians program 80% of the student will attend a college or university.

After completing 3 summers of the student success workshops Young Collegians will be able to identify 2 universities they plan on applying to, name 2 careers that they want to explore further, and would have filled out a college application.

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

- **how outcomes are assessed and how often**
  - **the assessment tool(s) used**
  - **the sample (who gets assessed)**
  - **how and when the program reviews the results and who is engaged in the process**
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The program SLO's are assessed every year. Since the program is small the program leaders are able to use observation, one-on-one interviews, surveys and hard data to assess the programs SLO.

**The first SLO-** Upon completion of the Young Collegians program 80% of the students will attend a college or university.

Is assessed by survey and one-one conversations. At the completion of the student's senior year, the program conducts a graduation celebration, where everyone is surveyed on their future college plans. Based on these surveys 95% of the students in the past 6 years have gone on to attend a college or university after graduating from high school.

**The second SLO** – After completing 3 summers of student success workshops Young Collegians will be able to identify 2 universities they plan on applying to, name 2 careers that they want to explore further, and would have filled out a college application.

This SLO is built into the curriculum of the Student Support workshops. Every summer, for three years, the students are asked to explore careers using the California Career Zone website and explore colleges and universities at numerous sites. The students are also asked to complete the Common application every summer. The results from these explorations and their reflection about the process are kept and given back to the student the following year. At the end of the three years, the student will be able to see the results from their past explorations and identify schools to apply to and careers to explore after graduating high school. They will also be prepared to fill out college applications their senior year, since they would have seen and answered the same questions throughout the three years they participated in the program.

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**3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.**

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The program coordinators for the Young Collegians program continuously evaluate and improve the program based on student feedback from the surveys, one-on-one conversation with students, and student grade evaluation. Since the program is small, the coordinator is able to work with Young Collegians who have graduated, but were struggling Collegians and ask them what strategies the program might have implemented to help them succeed. These conversations lead to a great deal of insight into what some Young Collegians need to be successful and help shape the student success workshops. The program also conducts yearly surveys of the students and uses that data to make changes to the workshops, presenters, handouts and faculty. The survey can be found in Appendix B.2.



On average the success and retention rates for the Young Collegians tend to be above 95%. These high rates can be attributed to the intrusive counseling and support the program coordinators and faculty provide the students.

Dual Enrollment

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

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

*UO statements focus on service or operational outcomes such as:*

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

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

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

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

The unit outcome (UO) is assessed on a yearly basis. The program ensures that at least one class is offered at each of the high schools in the SMMUSD district.

**3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.**

The Dual Enrollment program assesses students on the enrollment process and their thoughts toward taking a Dual Enrollment class after each semester. They also try to measure if the class had an impact on their future career goals or college attendance. Over the past 6 years the questionnaire has continued to evolve. As the program grew, the team utilized the help of Institutional Research and has conducted online surveys of the program over the past 3 years. The new exit questionnaire can be found in Appendix C. 1.

The administrator of the program also schedules planning meetings with the staff at the high school numerous times throughout the semester to ensure that the class/es being offered are a good fit for the school and to discuss ways to improve the program. These meetings have been critical in the success of improving enrollment outcomes and ensuring appropriate communication between the groups.

The program also looks at the success of the students and their retention rates. Overall the average success rate for the DE classes these past 6 years has been 90% and a retention rate of 94%. These numbers are extremely high and can be attributed to the fact that students self-select into the course and the teams effort to provide intrusive counseling to struggling students. The team has seen a great number of students turn things around when the counselor and faculty member are working as a team to ensure the success of the student.

The data results from the past three years has shown that students primarily hear about the program from their counselors/teachers and other students. Many of them are taking a college class for the first time. The majority of the students felt that the classes were “Easy” or “Neither Easy nor Difficult”. The majority of the students also reported that they enjoyed learning the material in the DE course and stated that they were exposed to new content that they were not familiar with. About half the students feel better prepared for college courses after taking a DE class. The majority of the students also stated that they would recommend the DE classes to their friends. Very few students said that their plans after college changed because of the DE class, but this can be due to the fact that they self-selected into an area of interest for them already. Of the few that did change their plans, they reported that they would like to seek higher education after high school. In regards to the registration process, many of the students felt it was “Somewhat Easy” or “Somewhat Difficult”. This can be due to the fact that enrollment has multiple steps and is fairly complicated. The team has been improving the process every year, but more needs to be done to help with the steps. Overall the results of the program are very positive and students are enjoying the courses.

**D1. Objectives (Looking Back)**

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

Objective # 1 : Increase college awareness for the Young Collegians

In Progress

Comments:

The program leaders are working with various programs on campus to increase college awareness for the group. We are hoping to partner with other special programs on the SMC campus. This will help develop a pipeline for future students that are interested in attending the college.

**Objective # 2: Increase Dual Enrollment Classes.**

In Progress

Comments:

There are many factors to increasing Dual Enrollment. The class schedule, faculty availability, and approval from local community college for schools outside of our jurisdiction. That said, the program is doing well and offering 18-20 classes a semester. The team is working with our current schools to increase the Dual Enrollment offerings. They are also exploring ways of adding additional schools, while meeting Title 5 requirements.

**Objective # 3: Timely enrollment for Dual Enrollment students.**

In Progress

Comments: This is an ongoing process and will require continuous conversation and planning with the high schools. The program has made great progress in the past few years on improving timely enrollment. This year, the enrollment for the program was integrated into the Santa Monica High School (SAMOHI) Registration day. This was a huge help and the group was able to enroll everyone at SAMOHI within the first week of school. We are looking at ways to do a similar enrollment plan for the other schools. We are also discussing ways we might be able to enroll the fall students before they go on summer break. This will require a great deal of organization and planning, but the group is hopeful we can enroll more than half of the students in May for the coming year.

**D1. Looking Back**

*In this section, please document what you did last year as a result of what you described in Section C.*

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

**Dual Enrollment**

- The Dual Enrollment program has been able to provide students with exposure to college classes while they are in high school and support SMMUSD and other local schools by partnering with them and offering courses they feel are necessary to strengthen their curriculum.
- During the 6 years the program offered 230 classes and had 5,549 enrollments.
- The Director of the program also developed College and Career Access Pathway (CCAP) agreements with most of the high schools the program serves. These new agreements allow the college to offer classes during the school day and offer remedial classes that could not be offered before.
- The program updated the program website and developed a faculty DE checklist and mini-handbook.
- The program has improved the enrollment procedures and simplified the process over the past 6 years.
- The program provides a comprehensive in-person orientation to all DE students.
- Part-time counseling was added to the program.
- Fieldtrips and industry speakers have been setup for Career Education courses.
- The overall success rate of the program over the 6 years was 90%.
- The overall retention rate of the program over the 6 years was 94%

## **Young Collegians Program**

- 167 students were served since summer 2017.
- 95% of the graduating Young Collegians enrolled in a college or University.
- Each Young Collegian student received at least two one-on-one meetings each year during the program with the coordinators from SMC and SMMUSD.
- Based on questionnaires, one-on-one discussions and observations, the majority of Young Collegians felt that the program is worthwhile and has helped them to be ready for college, understand what it takes to obtain good grades and to feel comfortable transitioning to a college or university after graduating from high school.
- All Young Collegians who were in the program filled out a college application during their summer.
- The overall success rate of the 167 Young Collegians was 95% compared to the college wide 69% rate.
- The overall retention rate of the 167 Young Collegians was 95% compared to the college wide 83.5% rate.

This high success and retention rate can be attributed to the continuous monitoring and support that is provided by the coordinators throughout the summer to the Young Collegians. The SMC coordinator works with faculty to obtain weekly progress reports of the student grades and meets with struggling students to provide them with additional academic support. Many of the struggling students are very capable, but lack the motivation to do the work. Trying to get them motivated has been the focus of many of the discussions and the coordinators are always looking for ways to improve motivation. The coordinators also make certain to commend the students who are being successful and acknowledge their hard work and success.

In addition to the one-on-one meetings mentioned above, another form of support occurs during the student success workshops. During these workshops past Young Collegians are invited to come and speak to the group about their college experience. Inspirational speakers are also invited to talk about their life, hardships and success. Along with the speakers, the coordinators model appropriate study skills and encourage collaborative learning by creating study groups and facilitating study sessions. The program also takes students on college tours. During these tours the students hear from coordinators at the college who stress the importance of college and doing well in your classes. In conclusion these speakers, college tour, and student success workshops are an integral part of the great success of the Young Collegians program.

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

Many of the recommendations from the executive summary focused on program evaluation. As previously mentioned, the program has developed a questionnaire with the help of Intuitional Research. The data from these questionnaires are analyzed yearly. The program also reassesses the classes, enrollment process and partnership on a semester basis. We are always discussing ways to improve both programs and are constantly making changes. The Young Collegians program also does extensive analysis of the program and adjusts activities based on student and faculty feedback.

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

With the implementation of AB 288 the program was required to plan out an entire year of courses for each of the high schools for the College and Career Access Pathway (CCAP) agreements. This has been a great help and has allowed the program to plan the most beneficial pathway and courses to offer at the schools. This has also allowed for greater recruitment for the program, since the high school counselors have all the courses we will be offering for the entire year.

The program also implemented Instructional Services Agreements (ISA) with the high schools and high school faculty, which allowed for greater flexibility on the courses we can offer and made it possible to offer classes during the school day.

Along with the two contracts that were introduced. The La HiTech grant made it possible to hire a part-time counselor to work with the faculty members and assist struggling students. The counseling support has helped our success and retention rates and has improved our partnership with the high schools.

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

Does not apply.

**D2. Moving Forward**

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

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

**Dual Enrollment**

Based on the analysis of the Dual Enrollment data and the questionnaires, the program would like to invite mid-range students to take Dual Enrollment classes. Many of the students taking DE classes have taken honors or AP courses. The program would like to encourage counselors to advise mid-range students and inform them that they can achieve success in a college course and that support and guidance will be provided to ensure their success. We find that many mid-range students would not enroll because they don't believe the course is for them. We need to break this misconception and encourage everyone who is interested in the course being offered to try it. This will provide a great opportunity for these students to gain confidence and seek higher education after high school.

As the Dual Enrollment program continues to grow, the director is developing additional guidelines for students, faculty and schools. The hope is that these guidelines will improve timely enrollment and increase course offerings. The program is also encouraging high schools to think outside the box and develop Early College Programs, where students can graduate high school with over a year of college completed.

**Young Collegians**

The Young Collegians program has been successful in encouraging students to see college as a viable option. The program model has been very successful, but a few areas need to be strengthened to result in greater success.

One area of need is related to support during the school year. The Young Collegians are supported and encouraged greatly during the summer by SMC staff, which results in great success and retention. Unfortunately, the same type of support is not being offered to them during the school year at SMMUSD. Because of this, we lose a number of students to SMMUSD credit recovery summer school. The goal would be for SMMUSD counselors to meet with the students quarterly and quickly address any problems or struggles they are facing to minimize the need for students to go to credit recovery summer school.

Lastly, due to responses from student questionnaires, the coordinators plan to invite additional inspirational speakers and develop additional team building activities. Many of the students stated that they remembered the inspirational speakers out of all the workshops and felt these individuals helped to motivate them.

**D2: Coming year's Objectives (Moving Forward)**

Objective #1

**Objective:**

Increase Dual Enrollment Classes.

**Area/ Discipline/ Function Responsible:** Dual Enrollment

**Assessment Data and Other Observations:**

Other data or observed trends  
 Total Dual Enrollment Classes will be compared with ISIS data.

**External Factors:**

Other Factors  
 SMC Enrollment Plan

**Timeline and activities to accomplish the objective:** Ongoing

**Describe how objective will be assessed/measured:** Total number of Dual Enrollment classes will be compared to the previous year.

**Comments:** The growth of the program will be dependent on approvals from the high schools local community colleges.

Objective #2

**Objective:**

Timely enrollment for Dual Enrollment students.

**Area/ Discipline/ Function Responsible:** Dual Enrollment

**Assessment Data and Other Observations:**

Other data or observed trends  
The census roster will be used to identify the enrollment dates.

**External Factors:**

Other Factors  
Ensure enrollment meets school guidelines.

**Timeline and activities to accomplish the objective:** Ongoing

**Describe how objective will be assessed/measured:** The dates for the student enrollment will be analyzed on the roster.

**Comments:** This is an ongoing challenge, but we are hopeful that great progress will be made this year.

Objective #3

**Objective:**

Increase college awareness for the Young Collegians

**Area/ Discipline/ Function Responsible:** Young Collegians

**Assessment Data and Other Observations:**

Other data or observed trends

**External Factors:**

Other Factors  
Align program with Equity Goals

**Timeline and activities to accomplish the objective:** Ongoing

**Describe how objective will be assessed/measured:** Document program partners and presenters.

**Comments:** This objective will strengthen the program and provide the students with greater support.

**E. Community Engagement**

*In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.*

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

SMC/SMMUSD Collaborative

Pathways Initiative

Curriculum

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

The program coordinator works with SMMUSD, Santa Monica Boys and Girls Club, Virginia Avenue Park and PALS to coordinate efforts, collaborate on new initiatives in the city and market programs for Santa Monica youth.

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

Program faculty and staff interact regularly to discuss student enrollment and progress in the course. The program staff also collaborate with Workforce and Economic development staff to collaborate on the Career Education courses being offered. They also work with outreach, admissions, and counseling to align their services.

### **G1. Current Planning and Recommendations**

*The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.*

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

As the Dual Enrollment program increases the number of classes it offers at the high schools more resources will need to be allocated to helping students get enrolled and support their academics. Additional help will need to be provided to process the increased number of Dual Enrollment applications and more counseling support will be required to meet the needs of the students.

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

None to note.

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

None to note.

**4. List all current positions assigned to the program.**

Director, Instructional Services and External Programs

AA1- 50%

The part-time counselor is funded through the Workforce and Economic program.

### **G2.Future Planning and Recommendations**

*The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.*



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

**Dual Enrollment**

The director is working on growing the Dual Enrollment program and working with local high schools on accommodating their requests.

**Young Collegians**

The Young Collegians program has the potential to accept more students if additional classes and staff are available.

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

No additional capital resources will be necessary.

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

An additional counselor will need to be hired to meet the needs of the students.

**4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.**

None to note.

**5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.**

The program is growing and improving every year due to the continuous assessment by the team. The team is working with local community colleges to obtain approval and develop plans for supporting local schools with Dual Enrollment requests. The program will be working with high school counselors to encourage mid-range students to participate in the program.

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

None to note.

**Evaluation of Process**

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

The program review process was helpful in identifying program objectives and reflecting on program outcomes.

*These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.*

**Narrative**

**Program Evaluation**

**Commendations**

**Recommendations for Program Strengthening**

**Recommendations for Institutional Support**

**Attached Files**

Appendix A.1.	
Appendix A.2.	
Appendix B.1.	
Appendix B.2.	
D.1 Last Years Objectives	