

Program Review

Executive Summary

ATHLETICS

Spring 2017

General Comments

The Athletics Department provides student athletes the opportunity to develop their skills in their chosen sports in a highly competitive environment. The mission of the Santa Monica College's Athletics Department is to provide the opportunity for student athletes to achieve personal excellence in both academics and athletics.

SMC is a member of the Western States Conference (WSC), California Community College Athletic Association (CCCCAA) and the Southern California Football Association (SCFA). These organizations are the governing bodies that oversee athletics at the local and state levels. The program also adheres to the regulations and rules put forth by other organizations such as the NCAA, NAIA, FIFA, and the Federal Government.

Santa Monica College's Athletic Department receives funding from Auxiliary Services, the Foundation and the District. Their district budget includes the funding of positions and operating costs. The Auxiliary budget is generated through the rental of facilities and vending machine revenue, and the Foundation accounts income is generated through fund-raisers in the form of golf tournaments, discount specials, donations, restaurants and assorted individual initiatives.

Program Evaluation

The students served by Athletics tend to be male (71% male compared to 30% female), and in the younger age brackets (97% are 24 years old or younger). These statistics have remained fairly steady since the last six-year program review, while the ethnic breakdown has shown change: 37% are Hispanic (up from 28% in 2010/11) and 30% are African American (down from 39% in 2010/2011). The increase in Hispanic students may be due to the addition of Men's Soccer, but the program does not have an explanation for the reduction in African American students, although the current level reflects the general SMC population. The populations of other ethnic groups have remained fairly constant. A higher percentage of student athletes are first time students, compared with the general SMC population, (18% versus 12%).

A higher percentage are enrolled in developmental (basic skills) courses, when compared to the general SMC population (35% versus 24%). This requires more time for student athletes to complete their academic coursework which impacts their eligibility status as athletes. The Athletic Director is working to get student athletes to focus on their academic performance first, over their athletic performance. To do that he is working with the Director of Supplemental Instruction, and trying to get students to complete their basic skills courses first before they compete (i.e., place them in "red shirt" status) to delay the start of the "eligibility clock" until they are enrolled in college-level courses.

Other methods for addressing the academic performance of student athletes include requiring a comprehensive SEP to be in place before an athlete is eligible to compete and requiring student

athletes to meet with a counselor three times each semester. A mandatory study hall is another intervention method being considered.

Since the last program review, the Athletic program has endured a rapid succession of Athletic Directors but now has an AD who has been in place for a few years and has been able to implement several notable programmatic improvements. These include the implementation of an online tracking system for athletic injuries and physical forms, mandatory Title IX training for all coaches, monthly “coaches’ corner” meetings, and an outreach program with John Adams Middle School.

Notable achievements among the teams include the 2015 American Conference Bowl game victory and the American Pacific Division championship. The Women's tennis players won the 115th Ojai Tennis Tournament Team Title. Both Men's and Women's soccer teams qualified and participated in playoffs for the 2015 season. The Men's Volleyball Team competed in the State Championships for the second consecutive season. The student athletes performed well academically as well: during the 2015-2016 school year, 121 student athletes earned scholar athlete awards and 13 student athletes finished the fall semester with a 4.0 GPA.

The program addressed the recommendations from the 2009 six-year program review, including implementing strategies to address athletic eligibility infractions, tracking students who transfer or graduate, developing a long-term facilities plan, developing a recruitment plan, responding to violations, and ensuring SMC’s compliance with all governing boards.

Looking forward, the program will continue developing an automated online system that will help increase compliance with the CCCAA eligibility process and developing the student athlete academic success program that will provide academic support services such as tutoring, academic counseling and study hall.

The program notes the need for personnel to manage the statistical information that the CCCAA requires to be reported within 48 hours of a game and the high percentage of part time coaching staff. The program also noted the need for equipment (carts, a new sound system for the gymnasium, and a new scoreboard for the football stadium). The athletics facilities also need attention: the track needs to be resurfaced as a result of the wear and tear from athletic events as well as the other events held (e.g., SMC’s graduation, community events, and award events by other institutions). The Pavilion’s floor and paint also need to be addressed. The program would also like to have dedicated counseling staff and two full-time trainers.

Commendations

The Athletics program is commended for:

1. The success achieved by athletic teams.
2. The focus on student success and emphasis placed the academic performance of athletes which contributes to individual athletes’ academic achievements.
3. The department’s ability to function despite the turnover of several Athletic Directors.
4. The participation of department faculty and staff on community outreach programs such as the “Brother-to-Brother” and “Lunch Buddies” programs between SMC athletes and John Adams Middle School students.
5. The department’s efforts in addressing the recommendations from the 2009-2010 program review despite the turnover in Athletic Directors.

6. The department's implementation of processes to ensure the program remains in compliance with various regulations and requirements.

Recommendations for Program Strengthening

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

1. Fully develop objectives that have defined steps that will lead to their achievement and the means to assess the outcomes of those objectives.
2. Include additional detail regarding the assessment of Unit Outcomes and how they are used to improve the program.
3. Include additional detail and analysis of data results regarding overall demographics for the program and include student success outcomes in addition to demographics.
4. Develop consistency in the implementation of grade check forms and other methods of student progress assessment.
5. Continue to develop relationships with area high schools.

Recommendations for Institutional Support

1. Support the department's strategies for improving the academic performance of and success achieved by athletes.
2. Prioritize the automation of the eligibility verification process because it affects all disciplines and enrollment of a large population of students.

Program Review Chair _____
Vicki Drake

Date: _____

Program Review

Executive Summary

Business Services

Fall 2016

General Comments

The Business Services Unit consists of Purchasing/Receiving, Accounting, Accounts Payable and Payroll. The overall purpose of the Business Services is to account for and facilitate the receipt and use of funds in compliance with all federal, state, local laws and regulations as well as District policies and procedures.

Purchasing/Receiving is responsible for the District's acquisition, contracting and logistical needs. Additionally, Purchasing serves as a key contact in the development of District contracts.

Accounting is responsible for all general ledger accounting, cash management, accounts receivable and fiscal reporting to federal, state and local agencies. The Budget area of Accounting is responsible for the creation of the Annual Budget based on the data provided by the individual departments, the updating of the budget on a quarterly basis and the financial analysis of the District's financial statements.

Accounts Payable is responsible for all non-payroll warrant generation and ensures disbursements meet federal, state, local, grant and District laws, statutes, regulations policies and procedures

Payroll is responsible for all payroll related warrant generation, filing of the quarterly and annual tax reports, maintenance of compensation time and correction of payroll discrepancies.

The Business Services Unit supports the mission of Santa Monica College by providing timely and accurate financial information and efficient processing of District wide fiscal transactions for use in research based planning and evaluation. The information provided and transactions processed are instrumental in providing others with the resources necessary to fulfill the District's mission to, "Provide the programs and services to 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."

Business Services is critical in accomplishing the District's Supporting Goal of a "Stable Fiscal Environment." Business Services provides essential information so that the District can, "Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources."

Program Evaluation

The Business Services components serve the entire college community. While the populations haven't changed, the volume of work handled by the unit has increased dramatically. Accounting has experienced a 19% increase in its workload since 2010/11. Accounts payable has seen a 10% increase in the volume of vouchers processed, compared to the last six-year review. Purchasing has

established a database of registered vendors on its Planet Bids system, going from none in 2010/11 to 654 vendors in 2015/16. Payroll has seen an 18% increase in the gross payroll it processes.

Each area has developed its own UOs and assesses them regularly:

Accounting reviews the volume of activity processed by the accountants, the funding sources approved by the Board of Trustees, the accuracy and completeness of its processes, and the communication maintained between account managers and program managers responsible for the budgets associated with their respective departments. Accuracy is measured through the review of reports provided to funding agencies. Professional development is another means for evaluating the unit's effectiveness.

Accounts Payable's outcomes are based on the vouchers processed and the time it takes to pay invoices. The Peoplesoft Financial software used by the Los Angeles County Office of Education (LACOE) and the department's internal "aging list" are used to make these assessments. The unit's goal of paying an invoice within 25 days of receipt from the vendor is currently met (the average is 13.7 days). The unit has rolled out an electronic payment system which more efficient and to date, 47 vendors have registered for this service.

Purchasing's UO is to increase the vendors registered on the online system. This UO has been met. Another method of evaluation is the amount of time between the receipt of a Purchase Requisition and the issuance of the subsequent Purchase Order. The goal is for simple requisitions to be processed in less than 48 hours and less than five days for PRs that require a quote, four weeks for requests that require formal bids and eight weeks for requests that require a public works bidding cycle. Unfortunately, the lack of an electronic system designed to track this precludes this evaluation.

Payroll's UOs are to track the volume of gross payroll issued each calendar year and identify trends and areas of improvement, and achieve a less than 1% error rate. These UOs are tracked with a 30 day look back period. The department is not meeting its goal, but the number is also dependent on the accuracy of the data provided by the departments submitting time sheets to payroll. The "My Time" system, developed jointly between Payroll and IT has been rolled out for temporary and student workers. It is hoped that this system will reduce errors.

Other accomplishments of the Business Services units include the Fixed Asset Management System, designed to track more than 48,000 district assets. Purchasing also took the lead in launching Business Services web pages, and has implemented the "Smart Track" system to track packages received.

Business Services has robustly addressed the recommendations made during the last six-year program review, including the development of goals and objectives, methods for assessing effectiveness, written procedures, and, most notably, an equipment replacement plan.

Looking forward, Business Services is looking to implement another phase of MyTime, implement an electronic workflow system for Purchasing, Accounting and Accounts Payable functions, and participate in a pilot project with LACOE.

Commendations

Business Services is commended for:

1. Providing exemplary service to the college by all areas that comprise Fiscal Services.
2. Achieving an outstanding audit record, with nine consecutive years of audits with no substantive findings.
3. Establishing a foundation of and commitment to customer service that is both effective and supportive.
4. Providing transparency to college constituency groups and committees with regard to budget planning and expenditure reporting
5. Ensuring the college's compliance with myriad and everchanging state, federal and local laws, regulations, and restrictions.
6. Identifying and implementing, on an ongoing basis, improvements designed to increase the efficiency of the Business Services operations (e.g., the electronic payments to vendors, approved vendor list and implementation of Planet Bids for purchasing, and payroll system for temp/student workers).
7. Establishing a team of dedicated staff members and providing them with ongoing professional development opportunities.
8. Providing clear explanations of how assignments are delineated and workloads are managed.
9. Writing a very clear and concise Program Review and responding to the recommendations from the last review.
10. Making the process of purchasing materials, supplies, lab equipment, etc., for departments more efficient, effective and streamlined.
11. Responding, thoughtfully and thoroughly, to responses and action taken to previous program review recommendations.
12. Achieving a minimal error rate on payroll transactions, especially when the payroll systems still rely heavily on manual data entry and tracking.
13. Developing written policies and procedures and make these available online.
14. Writing a model program review report that is well written yet concise; one that clearly connects planning with the program's efforts to improve its operations and services, with articulate examples of how data is currently organized and analyzed.
15. Conducting an effective and committed assessment and evaluation cycle.

Recommendations for Program Strengthening

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

1. Work with campus resources to develop training modules that can be used to train new department chairs and administrative assistants (for example, the program might consider developing power point presentations and/or videos to help new personnel on purchasing and accounts payable processes, the My Time Payroll system and other fiscal services such as "grant reporting and management of funds", as necessary).

2. Consider, prior to the new LACOE system integration, developing an assessment of interpersonal relationships between the staff and the college units they serve.
3. Consider, as the new LACOE system is integrated, developing a customer service unit outcome that measures and tracks, longitudinally, user satisfaction with each of the modules as they are implemented.
4. Break down objectives into manageable pieces that are measurable and completable within one year.

Program Review Chair _____

Date: _____

Vicki Drake

Program Review

Executive Summary

Career Services

Fall 2016

General Comments

The Career Services Center provides career counseling, internship and employment opportunities, and is home to the newly created Applied/Service Learning Program.

The mission of the SMC Career Services Center (CSC) is to support students' diverse career pathways and career development needs by delivering relevant career resources and services. The program seeks to enhance students' awareness of college majors, experiential learning, employment trends and employer partnerships that will prepare them for meaningful professional lives and lifelong success in the world of work. CSC services help students achieve their educational goals which, in turns, helps students become contributors to the global economy, thus contributing to the mission of Santa Monica College.

The CSC also provides support to college departments by providing written assignments to faculty so the students can connect what they are learning with potential careers, speaking with classes, attending department meetings, participating in advisory board meetings and providing speakers.

The CSC's various services include:

- **Career Counseling** includes individual appointments, workshops, class visits, career counseling courses, part-time counseling support to the African American Collegians Center, the Latino Center and the First Year Experience (FYE) program.
- **Internship Program** provides an annual spring internship fair, internship postings on the college's website, student orientations, "Cool Careers Speakers' Forum," and workshops
- **Employment Services** include two job fairs each year, resume assistance, an online resume critiquing service, mock interviews, workshops, postings of on-campus student employment opportunities, and recruitment of non-SMC employers.
- **Applied/Service Learning Program Services** helps create and support the partnerships between SMC instructors, students, and community partners who are providing real world opportunities for the students in conjunction with specific class sections, and is also coordinating a volunteer opportunities website for students seeking to volunteer outside of classroom requirements.

In addition to these services, the CSC is now charged with helping students choose a college major, as mandated by the Student Success Act of 2012 and has actively been involved in the GRIT initiative.

All of the services provided by the CSC support the College's Institutional Learning Outcome regarding Authentic Engagement as students demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Changes in the student populations served by the CSC, since the last six-year program review, include Hispanic students who now comprise 50.5% of the students served (29.6% at the time of the last review); this is possibly due to having a dedicated counselor (albeit part-time) in the Latino Center. There is also a dedicated counselor in the African American Collegian Center, but the number of black students has not risen, and actually declined slightly (9.2%, down from 10.5%). The partnership with the First Year Experience program has contributed to an upswing in the number of students seeking assistance from the program and a 50% increase in the number of first-time college students who visit the center.

The program staff are very involved in campus activities and committee work, including making presentations on institutional flex days and in classrooms. They also participate in college initiatives, and make presentations at the meetings of other college departments.

Program Evaluation

The program regularly assesses SLOs associated with each of its services and the courses offered. The program also examines longitudinal data provided by the Office of Institutional Research and evaluative data required by the SSSP funding program. The program is using SLO assessments to make improvements, and validate its services to ensure that they are meeting student needs. For example, a newly assessed SLO for Counseling 12 classes showed a better way to introduce an assignment to ensure students get the most out of the informational interview they are required to do.

The program has experienced very successful job fairs, and internship fairs. The Cool Careers Speakers program has had more than 1,000 students attend its sessions. The program now has an Advisory Board that meets annually and the program staff are involved in providing classroom visits and meeting with departments.

Visits to the CSC are up tremendously as are the number of students who enroll in the CSC related classes (Counseling 12, 15, 16, 90A-D). The program asserts that as a result of this increase, more students are declaring their major by their 16th unit.

The program has ensured that its websites meet accessibility standards.

Commendations

Career Services is commended for:

16. Providing college major counseling for students who are undecided regarding their major field of study and other academic goals, and encouraging them to pursue those goals.
17. Assisting students with internship opportunities, enabling them to gain appropriate work experience.
18. Inviting, through personal phone calls, students to visit the Career Center for career counseling and meeting with them individually.
19. Providing well-attended (by both students and companies) job and internship fairs.

20. Working with the First Year Experience (FYE) students who are mandated to meet with a career counselor.
21. Attempting to decentralize the program's services to better serve students and programs.
22. Engaging with Service Learning.

Recommendations for Program Strengthening

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

1. Develop measurable (and quantifiable) objectives that are be time limited and focused on program improvement not ongoing program responsibilities.
2. Develop objectives for working with other programs to increase understanding of career strategies (e.g., applied/service learning).
3. Consider the development of UOs to track the non-counseling related aspects of the program.
4. Publicize the success of the job and internship fairs through the college's marketing arm/PIO.
5. Ensure that the program uses SLO results to make changes (improvements) in the program.
6. Consider strategies for marketing initiatives such as "Cool Careers" and the Applied/Service Learning to departments and to encourage faculty participation.
7. Work with Institutional Research to develop and implement effective student surveys to assess satisfaction with program services and consider allowing students anonymity when providing feedback.
8. Consider noncredit "companion classes" for low enrolled classes.
9. Pursue integration of GFSF curriculum

Recommendations for Institutional Support

1. The Institution needs to examine the methods used to collect data regarding students' declaration of majors to determine how it can be effectively consider strategies to better track majors.
2. Student Affairs needs to begin planning now for how the various student services in the new building will integrate the delivery of student services.

Program Review Chair _____

Vicki Drake

Date: _____

Program Review

Executive Summary

Community Education

Fall 2016

General Comments

Community Education supports the College's mission to nurture a lifetime commitment to learning by providing open and affordable access to high quality enrichment and professional development courses to nontraditional students from the surrounding communities.

The Community Education department offers a variety of fee-based, short-term workshops, seminars and classes. These classes have no age or boundary restrictions and they offer no academic credit. Community Education offers classes that are classified under two categories and have two very distinct purposes: 1) to meet the interests of the community and 2) to promote continuing professional training and enrichment.

As mandated by the California Education Code, Community Education is a self-sustaining department that does not receive funding from the College's general fund.

As stated in the College's mission, "Santa Monica College strives to create a learning environment that both challenges students and supports them in achieving their educational goals... These programs prepare students for successful careers, and foster a personal commitment to lifelong learning." SMC's mission is embodied in the program's overarching goal to serve the lifelong learning needs of individuals in Santa Monica, Malibu and greater Los Angeles communities.

Last year, Community Education processed approximately 6,000 registrations of in classroom courses, and the program has a faithful customer base in the community with many long-time repeating. However, Community Education has been working to increase the number of professional development courses, which would allow the program to attract more students that are seeking career training opportunities.

Program Evaluation

All Community Education courses are monitored through course evaluations to ensure program quality and student satisfaction. Revenue generated is another method of evaluation used to inform program planning as revenues serve as an additional indicator as to whether the program is offering what the local community deem as relevant learning opportunities.

The program has created several marketing instruments to increase community awareness including an online newsletter, "Sound Bites," which disseminates information about the program, its instructors, and its students, and "e-blasts" about course updates. The program has also established other social media communication outlets including accounts on Twitter, LinkedIn, and YouTube, as well as a blog, "Mindscape," to provide a communications platform for instructors and students.

Since the six-year last program review, the program has also focused on providing more professional development courses. New programs developed over the last six years include several certification programs (e.g., Paralegal, Phlebotomy, Leadership), and cornerstone programs to serve dually as community education or contract education programs (e.g., Cisco Networking Academy, Customer Services Academy).

The program has also reviewed how often it offers courses and the pricing structure it uses to effect higher registration demand, reduce the number of cancelled classes, and increase revenue.

Despite these modifications and operational efficiencies, the program is struggling to meet the full expenditures of the department. However, the program has been able to reposition itself while neighboring not-for-credit programs have shut down.

The program notes that operationally, it needs a dedicated staffing structure that goes beyond the current staff of a director, a program coordinator, an administrative assistant II and a part-time project assistant position. The need for additional staff, including a dedicated marketing person, were identified. Other needs identified by the program include the provision of dedicated classroom space and scheduling during periods that are currently off the SMC instructional calendar, as well as the ability to offer classes during the daytime hours. These improvements would generate operational costs, however, thus contributing additional fiscal burden to the program's self-sufficiency requirement. Further, the program's request to offer classes during periods when credit programs are not offered would impact other operational units who depend on these short periods of time to get needed facility and other infrastructure upgrades accomplished.

Commendations

Community Education is commended for:

1. Supporting community needs for lifetime learning opportunities.
2. Collaborating with SMC's academic departments to offer supplemental or grant-funded training in specific disciplines.
3. Linking the College's Institutional Learning Outcomes and Supporting Goals to the goals of Community Education.
4. Developing strategic revisions to course scheduling such increased variety and reduced frequency of offerings to improve overall course enrollments.
5. Improving operational output such as the development of course evaluations, a standardized form for new course proposals, forums for instructors, and implementation of data analysis.
6. Adding new courses that address the professional development needs of adults.
7. Pursuing analytics to determine where they could improve the program's success and eventually become self-sustaining.
8. Creating course outlines and SLOs for all courses although technically not required to do so by the CCCCO.
9. Developing new marketing strategies such as the "Sound Bites" newsletter, social media communications, and the open houses and instructor forums.
10. Developing the SMC Extension program.
11. Incorporating data driven analysis to understand program performance.

12. Participating on CTE program advisory boards, including Broadcasting and Cosmetology and attending at CTE Committee meeting.
13. Securing designation as an ETLP provider.

Recommendations for Program Strengthening

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

1. Develop Unit Outcome specific to the Community Education program.
2. Break down objectives into pieces that are accomplishable in a year rather than longer term.
3. Develop and implement a plan for the program to be fiscally self-sustaining.

Program Review Chair _____ Date: _____
Vicki Drake

PROGRAM REVIEW EARTH SCIENCE EXECUTIVE SUMMARY SPRING 2017

General Comments

The Earth Science department comprises both academic (transfer) and Career Technical Education programs. Four diversified – yet integrated – academic programs include Anthropology, Astronomy, Geography and Geology. The CTE programs fall under the umbrella of Sustainability Technologies and include: Solar Photovoltaic Installation; Recycling and Resource Management; and Energy Efficiency.

The department seeks to:

- promote students' intellectual inquiry using the Scientific Method;
- increase students' recognition of environmental and cultural diversity;
- expand students' intellectual curiosity about the evolution of humankind, the Earth and the Universe;
- develop students' basic discipline-specific literacy in the earth science courses; and
- prepare students for career opportunities in Solar Photovoltaic Installation, Energy Efficiency, or Recycling and Resource Management.

The department offers state-approved and departmental certificates in Recycling and Resource Management and Solar Photovoltaic Installation. The department also offers one additional departmental certificate (Energy Efficiency Specialist) and is in the process of developing a state-approved 19-unit for this occupation. There are also two Associate Degrees offered: AA/AS in Solar Photovoltaic Installation, and AA/AS in Recycling and Resource Management. The department has participated in creating two AA-T degrees (Geography and Anthropology) and is in the process of developing a Geology AS-T degree. They investigated the development of an AS-T degree in Astronomy but the transfer model curriculum template does not yet exist. The program has submitted new courses in Astronomy, Energy Efficiency, and Geology. New online Astronomy and Geography courses have been developed.

In terms of students served, the department serves more continuing and full-time students than the general college population and its students are younger (especially in the 20 – 24 year range) than the college's overall student population. The department noted an increasing number of Hispanic/Latino students are enrolling in its programs. Fewer of its students are enrolled in basic skills which may be attributable to the science-related math requirements.

The department has been very active in the pursuit and securing of grant and external funding from federal agencies such as NASA (e.g., MUEP MC31 NASA Grant); NSF (e.g., NSF S-STEM Scholarship Grant); and the Department of Education (HSI-UCLA/SMC STEM grant). Individual grants were also secured by several department faculty through the SMC Foundation's President's Circle Margin of Excellence.

In addition to grant funding, the department relies on VTEA funding to support field trips, guest speakers, equipment, Sustainable Works programs at local high schools, university partnerships, etc.

Program Evaluation

All disciplines within the department assess SLOs every semester and SLOs are revised as needed. SLOs are typically assessed through questions on mid-term and final examinations. One area of improvement mentioned was the development of hands-on, experiential activities in lecture-only classes as these activities were shown to have a positive effect in lab-based courses. This was also in response to a recommendation made in during the last six year program review cycle.

In addition to responding to this recommendation, the department responded to the other three recommendations for improvement made during the last six year cycle. These responses included:

- Documenting responses to SLO assessment, such as revisions to courses, programs or SLOs;
- Ensuring that Departmental CTE programs form an industry advisory board, which the department has done;
- Refining how data is presented to ensure clear comparisons and documenting how data analysis informs decision making.

The department documented several concerns in terms of space allocations for lab classes. Moving the Geography program to the HSS building has alleviated some of the issues associated with the shortage, but the department is anxious for the extension of the new Math/Science building. Likewise, lack of space is hindering the expansion of the Sustainability Technology programs.

Another frustration expressed by the department is the limited Weekly Teacher Hours (WTH) allotted to the department, especially after the department took on the Sustainability Technology programs.

Another concern is the condition of the Planetarium equipment and the Planetarium staffing level (it is currently supported by a part-time consultant). The Planetarium has been a tremendous boon to students and the community, through its weekly Friday night programs and the outreach to local K-12 schools but the Digistar equipment is so old that repairs are effected through the use of cannibalized parts from other Digistar projectors which is not sustainable in the long run.

The Earth Science Department has 13 full-time faculty (plus one position going through the hiring process) and 23 part-time faculty. The department notes that retirements in Anthropology, both actual and anticipated, will leave the department with only one full time faculty member in Physical Anthropology.

Another staffing need presented was for a lab technician to assist Earth Science faculty in the preparation of their classroom experiments. Faculty are currently serving this function for the most part as the student help is not satisfactory for handling fragile specimens.

Commendations

The Earth Science Department is commended for:

1. Writing an excellent six-year Program Review report. The report is comprehensive and easy to read. It provides an excellent overview of the program and its services.
2. Consistently assessing its various disciplines' SLOs and using the data to inform changes in curriculum and departmental activities.

3. Continuously developing new curriculum and certificates as well as developing several AA-T and AS-T degrees.
4. Participating on various committees (Curriculum, Distance Education, Sabbaticals, Program Review, etc.)
5. Pursuing grants and other external funding sources, and the number and variety of grants the department has garnered.
6. Acting on every recommendation from the previous program review.
7. Supporting study abroad programs and hands on field experience.
8. Integrating experiential/applied/hands on learning activities such as field trips and research projects.

Recommendations for Program Strengthening

The Committee makes the following recommendations for program improvement:

1. The Advisory Board rosters for the Photovoltaic program (and any other CTE programs developed in the upcoming six years) need to be kept up to date.
2. The department needs to consider options for the Photovoltaic Solar Installation degree program (vis a vis enrollment, hours required for classes, curriculum, etc.).
3. The department should consider ways in which to integrate its CTE programs with its transfer focused disciplines.
4. The department might consider exploring the development of math modules (similar to those developed for the Photovoltaic program) for other disciplines in Earth Science where math presents an obstacle to students' academic success and progression in the discipline.
5. To capitalize on the success in drawing in Latino students with study abroad classes in South America, the Department might want to consider developing study abroad courses in Asia/Africa to attract more Asian and African American students.
6. The department should consider offering a Scholar's section of Astrophysics.

Institutional Recommendations

1. Review college's maintenance and support provided for the Planetarium Program, including staffing, budget and the reporting organization.
2. Explore possibilities for external support for the Planetarium Program through the Foundation (e.g., corporate sponsorships, planetarium club).
3. Consider the weekly teaching hours (WTH) allocated to the department and space allotted for the Photovoltaic program.

Chair: _____
Vicki Drake

Date: _____

Program Review

Executive Summary

ENGLISH

Spring 2017

General Comments

The overarching goal of the English 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. The English department is the largest instructional department at the college. Three program levels – transfer, developmental, and basic skills – address grammar and composition, reading, and literature.

The desire to help students succeed has led faculty to pursue a variety of strategies and projects designed to increase student success. They have secured funding for program development projects including the English Academy and Summer Jams, and for projects that address equity issues. The department has also developed new methods of instructional delivery and revised their curriculum to accelerate students' time to completing college-level English.

At the time of the last six-year program review report, two new, 5-unit combined courses had been designed to reduce the convoluted path to English 1. Six years later, the department has doubled the percentage of students who reach English 1 in three years (from 15.4% to 29.5%). The faculty, not content with this dramatic increase, has continued to examine its practices for evidence of barriers to student success, including the course sequence which is still quite long. English faculty have spent significant time discussing equity in success rates, best practices for teaching men of color, and how to adopt culturally responsive pedagogy. Another example of the department's proactive approach to improving its program is the work of the faculty who have restructured and streamlined the lab component of the C-level English courses, revising the lab book and adding new activities focused on helping students develop a growth mindset and improve students' college readiness skills.

Similar examinations of practice and pedagogy have been applied to Instructional Assistant led sessions; English 20 labs; the distribution of waivers that allow English 21A students to access English 1; and the Common Essay. Working with the Office of Institutional Research has afforded the department insight into the impacts of current practices and the impetus to restructure or redesign those practices, always with the goal of increasing student success.

The department has also been engaged in statewide efforts such as the Multiple Measures Assessment Project (MMAP) to increase students who place into English 85 and English 21A.

The department has worked hard to engage all faculty, full- and part-time, in the discussion and decision making processes. Faculty members have completed a variety of programs such as the Expository Reading and Writing Curriculum, the Faculty Summer Institute, and the Reading Apprenticeship online course.

A new college wide effort, Guided Pathways, will be a focus of the department in the coming years as the college works to develop contextualized curriculum, grouped around themes and meta-majors.

Program Evaluation

The English Department's Program Review report was exemplary – a model report that thoroughly documents how the department engages in continuous dialogue focused on improving student success and uses data effectively to inform planning and decision making. 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.

Over the last six years, and beyond, the department has shown campus leadership in addressing the high rate of students' placement into basic skills, particularly as those placement trends have impacted underrepresented students. The department has developed new accelerated courses, trained dozens of faculty in student-centered teaching practices, successfully sought grant funds for innovative programs to improve course progression rates, and worked vigorously with Institutional Research to refine its classroom and placement practices.

The department also participates in interdisciplinary efforts designed to engage students fully and lead to increased success. The department has contributed to the First Year Experience (FYE), Summer Jams, the Financial Literacy initiative, and themed classes that articulate with academic and career pathways, including STEM themed English 1 and English 2 courses.

The department responded to all of the recommendations from the last program review, sometimes with variation on the recommendation that led to better results for the department and the students it serves. For example, the recommendation to review the efficacy of implementing noncredit modules to support the new accreditation models was originally based on a form of acceleration known as the Baltimore Model of current enrollment under which students with B-level placement were enrolled in English 1 on the condition that the student also enroll in a noncredit support module. The results of the pilot were not entirely satisfactory, and the approach was abandoned in favor of other initiatives such as the English Academy and Multiple Measures Assessment.

Another noteworthy component of the department is the orientation and mentoring offered to new faculty. Going beyond the support from the department chair and a faculty handbook, the department devised a New Faculty Induction team, a group formed before Fall 2015 to support new instructors, part-time and full, as they adjust to life in the English department at SMC.

The English department is widely engaged in the life of the College. Since the last six year review, English faculty have participated on 38 Institutional Day breakout sessions, participated on the 2016 Accreditation Self Evaluation Report preparation, served on Academic Senate Joint committees including Curriculum, Distance Education, Equity and Diversity, and others.

The department notes that greater access to computer lab classrooms is needed to accommodate requests for access to technology, particularly in the remedial classes. Areas for part-time faculty to conduct office hours and additional white boards for classrooms were also mentioned in the report. The department is also grappling with the need for more full-time faculty and a replacement for the impending retirement of the department's long time administrative assistant.

Commendations

The English Department is commended for:

23. Developing a strong vision upon which the department clearly acts;
24. Developing accelerated courses;
25. Pursuing grants that support the department's commitment to student success;

26. Collaborating with Institutional Research and acting upon data to improve its program and offerings (for example, using research on the impact of waivers to narrowing of the equity gap for English 21A);
27. Creating the English Academy;
28. Comprehensively assessing SLOs through use of rubrics;
29. Focusing on the full spectrum of instruction (curriculum, tutoring, lab components etc.) and linking them through innovative materials, training, professional development;
30. Engaging faculty in myriad efforts to improve student success and close the achievement gap;
31. Collaborating with SMMUSD on the Expository Reading and Writing Course and other efforts to reach students before they leave high school;
32. Providing support to new department faculty, helping them acclimate to the department;
33. Providing leadership in guided pathways and interdisciplinary dialogue – with special emphasis on the Financial Literacy curriculum;
34. Developing overarching goals that encourage students to succeed in their academic pursuits as well as their occupational and life aspirations; and
35. Using contextualized instruction and themes to align English instruction with career interests.

Recommendations for Program Strengthening

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

1. continue to explore classroom practices and reading selections in the context of the data currently being collected;
2. explore options to further shorten the time needed for students to exit remedial course sequences;
3. pursue the renewal of conversations with the ESL Department regarding the Common Essay;
4. explore norming writing samples with faculty from other writing intensive disciplines (e.g., History);
5. investigate ways to ensure that students who are not taking advantage of FYE and English Academy are made aware of other options for obtaining waivers, and
6. work with Counseling Department and Assessment Center to identify students who might be eligible for waivers prior to enrolling.

Recommendations for Institutional Support

1. Add whiteboards to dedicated English classrooms.
2. Explore providing TIMS data for individual faculty.
3. Investigate ways and possible formulas for providing consistent support to Instructional Assistants.

Program Review Chair _____

Date: _____

Vicki Drake

Program Review

Executive Summary

Resource Development – Foundation

The two main resource development activities are the Grants Office and the Santa Monica College Foundation. This executive summary addresses the program review presented by the SMC Foundation.

General Comments

The Santa Monica College Foundation is a separate 501(c)(3) with its own governing Board of Directors. The Foundation supports the mission of the College through the raising and expending of funds that provide scholarships, grants, and program support to strengthen the educational experience offered by SMC. To this end, the Foundation is a principal agent in developing external partnerships to generate community support and funding to further SMC's mission. The Foundation works with the College to ensure that institutional priorities are integrated into Foundation goals.

For many years the Foundation focused primarily on building a strong portfolio of scholarships. In more recent years the Foundation has increased funding capacity and expanded the variety and level of program support available. Examples of effective new programs and awards include: Chairs of Excellence available in multiple disciplines which provide three years of funding to a faculty member for program improvement; Margin of Excellence annual awards of up to \$5,000 awarded to programs for small improvements/support for which funding is not available; and Innovation and Progress awards of \$25,000 for a larger programmatic impact. All of these awards are competitive and highly sought after and support faculty and instructional and support programs in multiple and innovative ways.

In addition to scholarships, examples of direct support to students include programs such as; President's Ambassadors who actively represent the SMC across the college and at events throughout the year; Dale Ride interns who have the unique opportunity to spend a summer in Washington D.C. serving at a variety of governmental and policy agencies; and Young Collegians, an SMC/SMMUSD partnership which offers selected high schools students a three-year dual enrollment summer program.

It should be noted that the majority of donations to the Foundation are restricted in the sense that the donor earmarks specific programs and activities to be supported. Foundation staff have been effective in linking donor interests to specific programs while attempting to maintain a certain level of flexibility over time. The number of widely appreciated value added Foundation programs directly supporting students, faculty, and programs reflects the long-term efforts of the Foundation to build a community of internal and external supporters who recognize the uniqueness and commitment to innovation of Santa Monica College.

As a separate entity, the Foundation is responsible for raising sufficient funding to support its operating costs, with the exception of two college funded positions. Thus, as is common practice, a portion of all donations and the income derived thereof is earmarked for Foundation overhead.

Conscientious in its responsibility to manage donations effectively and efficiently, the Foundation has been lean in the acquisition of staff with only three full-time and one part-time staff position in addition to the two College funded management positions to perform all the functions and oversights required.

Program Evaluation

Since the last review there have been multiple changes in leadership and staffing in the Foundation. Some history, continuity of practice, and archiving of information has been lost in these transitions, although financial information has been consistently maintained. Targets and benchmarks for fundraising and distributing investment income have been set and regularly reviewed and happily have increased in both areas. However, more formalized methods of assessing effectiveness aligned with College practice are only more recently integrated into Foundation self-evaluation processes.

The Foundation has recently developed UOs based on their long-standing goals. These have been reviewed and revised on a regular basis and a more formal assessment linked to the UO process will take place annually moving forward. A strong database of who has been served directly by Foundation support informs and helps to drive decisions regarding non-dedicated resource allocation.

Commendations

The Santa Monica College Foundation is commended for:

1. Providing scholarships and awards for students.
2. Providing funding to support faculty such as Chairs of Excellence, Margin of Excellence, and Innovation & Progress Awards.
3. Providing direct support to numerous programs such as Adelante, Young Collegians, Veterans Resource Center, and instructional programs such as Film and Dance.
4. Articulating a clear sense of the mission of the College and the role the Foundation can play to foster and further the mission.
5. Development of UO's that support the mission of the Foundation.

Recommendations for Program Strengthening

The committee recognizes the many and varied types of support provided by the Foundation to strengthen institutional programs and help students and recommends the Foundation consider the following to further strengthen the program:

1. Complete the cycle of UO assessment and maintain longitudinal data.

Program Review Chair: _____

Vicki Drake

Date: _____

Program Review

Executive Summary

Office of Institutional Research

Fall 2016

General Comments

The Santa Monica College Office of Institutional Research (IR) supports the mission of Santa Monica College by generating accurate, relevant, and timely information to support the assessment and planning of programs, services, grants, and college-wide initiatives. Both internally and through its work with the college community, the IR function actively promotes a culture of evidence-based inquiry.

The IR staff includes five full time team members: one dean, two senior research analysts and two research analysts. The staff are responsible for a wide range of research-related activities including responding to specific data requests made by campus constituents, designing and implementing research studies, evaluating programs, services, and grants, presenting data to stakeholders, and providing training on data tools and databases.

The majority of IR clients are faculty (38% over the last six years) and management (31%). Other clients include external requestors (12%), staff (10.1%), committees (6.4%), and students (2.4%).

Some of the major accomplishments of the IR function include providing support to: the Multiple Measures Assessment Project (MMAP); the statewide Common Assessment Initiative efforts (i.e., developing a common assessment test for English, ESL and math); the Academic Senate's review of administrative regulations related to progress probation; and preparation of the college's Accreditation Self Evaluation Report. In this last case, the IR dean served not only as a chair of Standard IIB, but also contributed to the writing and editing of all standards and supported the collection of evidence used throughout the report.

Other activities undertaken by IR include the administration of the Career Technical Education Outcomes Survey (CTEOS), a statewide effort to gather information on employment outcomes for those students who participated in CTE programs, and providing support to grant funded projects and data to the Grants Office to support the acquisition of new grants.

Another key contribution to the college was the development of standard data packets that college units use when preparing their respective program review reports. In addition to ensuring that programs have the data they need to meaningfully analyze their respective program's performance, the IR office provides hours of support to units on data interpretation and the development of meaningful and effective Unit and Student Learning Outcomes.

The IR staff maintain a vibrant presence in the college community through participation on DPAC and Academic Senate Joint committees, Accreditation, and numerous workshops held throughout the year. Staff are also active with external organizations, making presentations at conferences and participating in statewide initiatives such as the CCCCO's Institutional Effectiveness Partnership Initiative and membership in professional organizations (e.g., Research and Planning (RP) Group, Association of Institutional Research).

Program Evaluation

Since the last six year program review in 2011, the IR office had experienced a high level of staff turnover. However, since then, the office experienced both staffing stability and a dramatic increase in full-time staff from

one individual to five. As a result, the College has improved its capacity to support data-driven decision-making and planning processes. Although now better staffed, the office is still smaller than the IR functions at neighboring, similarly sized colleges.

Two staff members are funded through grants (at the time of the Fall program review visit, one is supported 100% through Student Equity funds and the other is funded 50% through SSSP and 50% through the Title V Hispanic Serving Institutions grant). Grant funding has allowed the program to expand but there is some concern about how the district will continue funding these positions when the funding is no longer available; a certainty in the case of the Title V grant.

Institutional Research has successfully responded to all four of the recommendations from the last program review by systematically assessing its unit outcomes; developing and implementing additional resources, tools and training to enable others to conduct inquiries; developing protocols for assessing data and requesting research assistance; and developing a system for tracking workload to improve efficiency and effectiveness.

Two unit outcomes are tracked by IR. These outcomes, listed below, were developed in July 2015 after staff determined that the UOs used between 2011 and 2015 were no longer yielding information that was useful in facilitating office planning and improvement. The IR staff eventually developed the following two unit outcomes to replace them:

1. Faculty, administrators, and staff will effectively use information for planning or improvement efforts.
2. Faculty, administrators, and staff will be satisfied with the thoroughness of information provided to them by the office.

Prior to the implementation of these UOs, the IR office used a satisfaction survey to assess its outcomes. That practice was discontinued in 2015/16 and IR set as an objective for 15/16 to revise the survey to make it less labor intensive and ensure that it yielded useful data.

In 2015, the program initiated its newly developed awareness survey to assess campus awareness and general satisfaction with IR services. The initial results of this survey will be used to establish a baseline against which to measure subsequent survey results but initial results revealed that there are many college staff who don't know about Institutional Research and the resources they offer. To increase awareness, the office has employed tools such as the *Research Matters* blog and a data coaching program. The latter requires a tremendous amount of work, but a "train the trainer" approach could expand the capacity of the college to provide data and research support without having to hire additional IR staff. The Center for Teaching Excellence could possibly provide assistance with the communication of IR resources and services as well as being a training hub for targeted training ventures.

Another method used by IR to gauge its effectiveness include monitoring the web traffic (the number of visitors to its webpage) although this was abandoned when the college's then-website platform (Sharepoint) was discovered to be incapable of weeding out actual users from "web crawlers" such as Google which collect URLs by searing the internet when a user performs a keyword search.

The Office has also integrated Tableau, a software tool that enables college members to design their own queries. Tableau is another example of the proactive way IR is leveraging software solutions to facilitate data analysis and visualization. IR has initiated presentations to various campus constituents on the use of Tableau.

Commendations

The Office of Institutional Research is commended for:

1. Submitting a clear and concise Program Review report.

2. Developing thoughtful objectives to enhance and improve the IR program.
3. Assessing data within their own department to refine and improve IR unit outcomes.
4. Developing standard data sets for college organizations, and assisting college departments and programs in the interpretation of that data.
5. Developing a model for how to use data to improve planning and decision making.
6. Providing assistance to departments undergoing program review and helping instructional and administrative units understand how to develop useful SLOs and UOs.
7. Developing standard data sets for college programs to use when undergoing their six-year program review reports.
8. Creating new and effective institutional effectiveness dashboards and an annual Institutional Effectiveness Report that provides a comprehensive analysis of the college's effectiveness in a variety of areas.
9. Responding to users' needs as exemplified by modifications made to the delivery of IR-related training.
10. Developing a data coaching program to expand the capacity of the office to serve the college while managing work load issues among staff.
11. Developing an internal, searchable tracking database that enables IR staff to quickly and easily reference back to previous data requests and ensure consistency over time regardless of the IR staff member working on the project.
12. Maintaining a customer service-focused, proactive service organization, as demonstrated by their decision to assess UOs four times a year, a clear indication that IR is engaged in continuous program improvement.
13. Developing communications tools such as the Research Roundtable and *Research Matters* blog.
14. Providing an incredibly high volume of quality research data and reports for the college community and external agencies.
15. Contributing a huge amount of information and time to the Accreditation Self Evaluation Report preparation.

Recommendations for Program Strengthening

The program review committee recommends that the Office of Institutional Research:

1. Review and revise the process for collecting feedback on workshops and trainings.
2. Publicize the *Research Matters* blog to increase campus awareness of the resource or consider alternate methods of communication.
3. Work with the Center for Teaching Excellence to communicate IR resources and opportunities to the college community and to help coordinate the training of college community members on how to access and interpret data.
4. Increase the data coaching program participation to improve the college's research capacity and assess its effectiveness.
5. Work with the Psychology Department on the development of a Subjects Pool.
6. Consider the development of a revised vision for IR that fits with the new Strategic Initiatives.

Recommendations for Institutional Support

14. Support the campus-wide implementation of Tableau.

15. Develop a policy for human participants in the IRB.

Program Review
Executive Summary
Resource Development – Grants
Fall 2016

The two main resource development activities are the Grants Office and the Santa Monica College Foundation. This executive summary addresses the program review presented by the Grants Office.

General Comments

The Santa Monica College Grants Office is a one-person function comprising a single individual who identifies funding opportunities, works with various college departments to develop and write the applications, submits the same and ensures that funded grants are “launched” appropriately.

The primary goal of Santa Monica College’s Grants Office is to support faculty, staff, and administrators in their efforts to successfully pursue, obtain, and manage public and private grant funding in support of SMC’s mission and the college’s goals and priorities. All grants submitted by the Grants Office are aligned with the mission of the college and one or more of the college’s Supporting Goals, Institutional Learning Outcomes, and/or Strategic Initiatives.

The Grants Office is responsible for three specific activities, including:

- Prospect Research – finding potential grant opportunities and disseminating this information to the campus community;
- Grant Development – planning, writing, and submitting grant proposals; and
- 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.

Program Evaluation

Commendations

The Grants Office is commended for:

1. Supporting college through the successful acquisition of multiple grants and leveraging opportunities to “multiply” the effect of grants on student success related initiatives and the development of new instructional areas.

2. Providing support to faculty, staff and administration in all areas of grants: dissemination information, developing and writing of grants, and grant management.
3. Developing deploying, and analyzing user-satisfaction surveys for end users as part of overall program improvement.
4. Preparing a well written Program Review report that reflects a clear vision and strategic thinking.
5. Providing thoughtful and useful suggestions for a broader institutional vision.
6. Securing an impressive number of grants applied for and awarded from a one person office.
7. Establishing strong relationships with Fiscal Services and Institutional Research to ensure grant development and grant monitoring are effective.

Recommendations for Program Strengthening

The program review committee recommends that the Grants Office:

1. Consider requesting additional staff support to help manage the load of the grants.
2. Explore ways to establish, with the Resource Development Committee and Fiscal Services, processes and/or structures that could address grant reviews and compliance issues without adding additional burden to the scope of the current office.

Recommendations for Institutional Support

1. Harness the collaborative power of the Resource Development Committee to develop priorities and strategic goals for determining which grant and other external funding resources to pursue.
2. Establish a Project Manager to provide support to PIs on grants
3. Provide administrative assistance (i.e., webpage update)
4. Provide a compliance auditor (through Fiscal Services)

Program Review Chair: _____

Vicki Drake

Date: _____

Program Review
Executive Summary
LEARNING SUPPORT SERVICES
Spring 2017

General Comments

The Learning Resources Centers offer tutoring, instructional assistance, guided work during arranged hours, and lab work in Business; Computer Science and Computer Information Systems; English, Writing, Logic, Economy, and History; Mathematics; Modern Languages; Sciences (Life, Earth, and Physical). An additional tutoring center, ALIS, was recently opened in the Library to serve as a multidisciplinary drop in tutoring center [postscript: this center has since been closed due to lack of funding].

The Learning Resources host both voluntary study such as tutoring and workshops, as well as labs where mandatory assignments are completed during arranged hours, with or without directed learning activities.

Tutoring is conducted primarily by SMC students and students from CSUN and Loyola Marymount (at a shared cost). Although volunteers contributed hours of tutoring free of charge in the past, stricter Human Resources regulations have deprived the Centers of this help.

In addition to tutoring services, Learning Support Services also manages the deployment of Supplemental Instructors (SIs) who conduct instructional sessions with students, augmenting what they learn in class. There was scant information in the six year report regarding the SI program, and although a separate report was developed, the final program review did not include this information.

The budget sources that support Learning Support Services include the district and several grants (Equity, STEM, BSSOT).

The program has defined a variety SLOs that respond to the Institutional Learning Outcomes. The SLOs have been sporadically assessed through surveys but the program will be conducting more robust assessments in the future.

Program Evaluation

Since the last six year comprehensive review, Learning Support Services has achieved several notable milestones: After an in-depth self-examination, the Learning Center Coordinators developed a comprehensive training manual. The program has also supported the provision of tutoring services to distance education students through the acquisition and implementation of SmartThinking, an online tutoring package. The Library also reconfigured one of its rooms to provide a drop-in tutoring center, ALIS. An online appointment system, WOnline, was also implemented.

Looking to the future, the Learning Resources administrators and Center Coordinators will use tools and processes to gather and analyze data to provide the departments with evidence-based reports on

the Learning Resources Centers' activities and initiatives to better inform curriculum development and increase students' chances to succeed collaboratively.

The program also plans to work with Institutional Research to conduct focus groups with students to establish a baseline of student needs. Using that information as a baseline, the program intends to create a series of measures against which to measure their performance.

The program also needs to address tutoring services that are provided outside the umbrella of the Learning Resource Centers (e.g., tutoring through student support services programs such as Black Collegians and Adelante, and directly through instructional programs such as ESL who provide learning support services through their own Instructional Assistants). Another area that needs to be brought into the Learning Support Services umbrella is the Writing and Humanities Center which seems to operate independently of the other learning resource centers. The Dean over Learning Support Services is meeting with Department Chairs to better integrate LRC efforts with the instructional departments they serve.

As with nearly all SMC programs, the Learning Support Services has experienced staff shortages and requests additional staffing.

Commendations

The Learning Support Services programs are commended for:

1. Providing integrated support services for a diverse population of SMC students including peer tutoring, test preparation, development of study skills, and other forms of instructional assistance.
2. Addressing most of the Program Review Committee recommendations from 2010-2011 Six-Year Program Review.
3. Modifying SLOs to be more relevant to the Learning Resources current goals.
4. Recognizing the need for both SLOs and UOs to assess the pedagogical services and other Learning Resource Centers services (e.g., "customer satisfaction").
5. Attempting to provide a more integrated approach to tutoring support service, including professional development and training, and piloting an integrated tutoring center in the library.
6. Expanding from just two centers to six from the time of the last six-year review, now serving twelve subject areas.
7. Organizing the efforts of the learning resource center coordinators, thus achieving some semblance of a centralized team approach.
8. Implementing the library tutor center, ALIS; albeit a temporary effort due to budget constraints, the creativity of the initiative is commendable.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that Learning Support Services:

1. Develop a manageable number of SLOs and UOs that can be measured and assessed on an annual basis.

2. Develop and implement a plan for regular assessment of SLOs and UOs.
3. Work with Institutional Research on the development of SLOs and UOs, and how to effectively collect and evaluate that data to identify areas that need improvement.
4. Reduce the number of objectives and in doing so, develop objectives that can be completed, measured and assessed in one year. (And, if planning on six-year plans, break them into one-year objectives.)
5. Gather and assess data on students who use the various tutoring services; consider working with Institutional Research on another study to determine how students are using various services.
6. Develop program goals that are real rather than theoretical.
7. Develop strategies for integrating Learning Resources into the overall college community so that all members of the college community “recognize the value of academic support” and the program can effectively serve as a supportive resource for the instructional and student support programs.
8. Work with administrators of the Early Alert system to target information dissemination to the students who need tutoring and other learning support services.
9. Compare the CSSEE information being collected in 2017/18 with that collected in 2012 to see if there are areas of Student Learning Support that have or have not yet been addressed.
10. Develop a clearly articulated plan for collaboration with departments and instructors.

Program Review Chair _____

Vicki Drake

Date: _____

Program Review

Executive Summary

STUDENT LIFE

Spring 2017

General Comments

The Office of Student Life (OSL) is responsible for providing guidance and support as well as a wide variety of extracurricular activities, programs and training opportunities designed to help student leaders develop knowledge and fundamental skills necessary to effectively govern and advocate on behalf of their constituents. Within Student Life, the SMC Associated Students (A.S.) is the officially recognized student government organization.

The OSL provides support and guidance to the student government Associated Students (A.S.) Board of Directors and Inter Club Council (ICC) leaders to develop the knowledge and fundamental skills necessary to effectively govern and advocate on behalf of their constituents.

District funding for the OSL covers the salaries for the administrators and staff and discretionary expenses (training, student help, and supplies). Other expenditures are derived from A.S. fees, which are managed by the elected A.S. Board of Directors with oversight from the Associate Dean of Student Life and the Director of Auxiliary Services who serve as the custodians of both the A.S. restricted funds (e.g. Big Blue Bus, Cayton Center, Investment, and New Technology/Student Success accounts) and unrestricted funds (e.g., general operating accounts). They also received a \$10,000 grant from the California Community College Foundation to support voter registration and other civic engagement activities.

Program Evaluation

The Office of Student life serves virtually all students at SMC who are interested in becoming involved in clubs and student government, attending campus activities, taking advantage of A.S. benefits, and/or performing community service. With the addition of the Food Security programs, they are also expanding services to low income and homeless students. Representation on the A.S. board is reflective of the student population and has seen growth in the participation of international students. The ICC club officers also reflect most segments of the student population.

Student Learning Outcomes were recently revised. One of the SLOs is assessed in multiple ways including pre/post tests and reviews of student performance among elected A.S. officers. The other SLOs have proven more difficult to assess and evaluate. The OSL does not yet assess unit outcomes associated with the administrative functions of the office but is considering adding one in the future.

The office has also begun to use the Community College Survey of Student Engagement Report (CCSSE). The 2012 report cited students' interest in a comprehensive service learning program, and the OSL is working with other college entities with service learning components.

An additional activity added since the last program review is the Free Lunch Voucher (FLVR) program which provides food to students in need and refers students to community resources.

Other accomplishments by OSL include the development and implementation of food closets, civic engagement activities, leadership and other workshops. The OSL has also reestablished a community service program and has hosted panel discussions and other activities/celebrations. The office has also been involved in various campus activities including Sustainability Week, Earth Week, and Bike Month.

In addition, the Office of Student Life assigns students to the various campus-wide committees that directly affect students such as the Academic Senate Student Affairs and Curriculum Committees, and DPAC College Services Subcommittee. The OSL administrators and faculty are also involved in numerous committees and activities and the office partners with community based organizations such as the Westside Food Bank.

While the OSL is funded by the district, the office experienced a 50% decrease in its budget, as is the case for nearly all district organizations. The OSL notes that its front desk is particularly understaffed, based on the number of students it serves, and relies extensively on student help during peak periods. Another challenge is administrative tasks currently undertaken by the full-time counselor; an assistant director is envisioned as the solution, which would allow the counselor focus on counseling efforts. In light of the ongoing fiscal crisis, the office is focusing on digitizing its systems, forms, and processes as well as reorganizing the office to operate more efficiently.

Commendations

The Office of Student Life program is commended for:

1. Providing a wide-variety of opportunities for students to become leaders on the campus through education and training (opportunities that go beyond those afforded through student government positions, by touching on culture, basic human needs, and civic engagement).
2. Offering community service opportunities to students especially those that address basic human needs (e.g., food closets/FLVR program).
3. Updating and revising SLOs to reflect Office of Student Life mission and goals in serving students.
4. Using the information from CCSSE survey to focus on the Community Service Program.
5. Increasing the diversity of the A.S. officers through outreach efforts to organizations such as Black Collegians, Veterans, etc.
6. Addressing the Brown Act requirements through training and the development of new compliance strategies.
7. Engaging SMC employees (OSL administrators and counselors) in myriad college activities and committees.
8. Successfully applying for a Civic Engagement Grant.
9. Undertaking the collection of additional, relevant data to inform program planning.
10. Streamlining and digitizing paper processes.
11. Significantly increasing international student involvement in A.S., with a focus on those in leadership positions.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Office of Student Life:

1. Continue accessing, evaluating, revising and updating the SLOs.
2. Work with Institutional Research to develop a Unit Outcome (UO) for the overall operational evaluation of the Office of Student Life.
3. Use the upcoming 2017 survey to respond to student needs (as was done with the previous CSSEE).
4. Develop a backup plan for maintaining or reducing current OSL programming/services in recognition of the college's worsening fiscal condition.
5. Determine whether the Office of Student Life is taking on effort that might fit better in other college functions/organizations and consider alternative approaches that address needs without impacting the OSL's budget and/or staffing resources.
6. Consider the sustainability for clubs and other initiatives that impact district resources.
7. Continue to collaborate with other college organizations that have a Service Learning component (e.g., Sustainable Works and Service Learning) to ensure that efforts between these entities are mutually supportive and aren't duplicated.

Recommendations for Institutional Support

1. The institution should review Board Policies and Administrative Regulations regarding the use of faculty advisors for student clubs and consider revising them to allow for more faculty to serve as club advisors.
2. The institution should include, during planning discussions, those Associated Student supported projects that have campus-wide impact to ensure that coverage or contingency plans are developed.
3. The institution should consider a tracking system for collecting data on service learning.

Program Review Chair _____

Vicki Drake

Date: _____

Program Review

Executive Summary

Workforce and Economic Development

Fall 2016

General Comments

The Office of Workforce and Economic Development (W&ED) develops and administers grant projects and contracts that directly support the District, CTE faculty, and students with resources and educational services. The Office of Workforce and Economic Development comprises four internal units (Career Technical Education, Workforce Development, Economic Development, and Contract Education) that are interconnected and work together to provide resources in service to the District:

- **Career Technical Education (CTE)** - CTE programs and services are primarily supported through several grants administered in the Office of Workforce. These include the Perkins Career and Technical Education Act of 2006 (CTEA-Perkins IV), the CCPT-LA HITECH, and the SB1070 grant.
- **Workforce Development** – These short-term training programs are delivered in partnership with Workforce Innovation and Opportunity Act (WIOA) funded centers such as the American’s Job Centers of California. These evidence-based, job-training programs in high-demand fields provide a pathway to the middle class for low-income individuals.
- **Economic Development** - The Employment Training Panel (ETP), funded through the Employment Training Tax, provides funding to offset training costs for new and existing workers in California.
- **Contract Education** - “Contract Education” is education or training paid for by a business or organization with enrollment restricted to individuals approved by the paying client.

W&ED activities help support SMC’s mission through its partnerships with educational institutions, programs and services that assist students in the development of skills to succeed in college, and by preparing prepare students for careers and transfer, and offering programming that support life-long learning.

Overall program outcomes are to provide CTE students with the skills they need for employability, job retention, and career enhancement over the course of their careers. The program also serves the college community through the collection, assessment and dissemination of a wide variety labor market information. This information is provided to a variety of constituents, including the Academic Senate for use in the new faculty ranking efforts. This data was also instrumental in the college’s pursuit of the IxD baccalaureate program.

The program is largely self-sustaining through its grants, contracts, course fees (where applicable) and donations. The only positions funded by the district are the dean, an assistant dean and a .5 FTE administrative assistant (AA-II).

The program promotes community engagement through CTE program advisory boards, a regional workforce alignment among 20 community colleges and the seven Workforce Investment Boards, and continued partnerships with local high schools.

Program Evaluation

The program has two Unit Outcomes (UOs):

UO #1: CTE faculty will use the resources received from Workforce and Economic Development (such as training, reports, equipment) to inform and improve their programs.

The Office of Workforce & Economic Development makes labor market information (LMI) available to faculty, the District, and at times, to the greater Los Angeles community. The data supports CTE Chairs and departments in making data-driven decisions on how to align their educational offerings with the current and projected workforce needs. This UO is also achieved through the provision Core Indicator Data from the Chancellor's Office which is used to allocate Perkins funding for proposals that will lead to improvement in the Core measures.

UO #2: Students who participate in Workforce and Economic Development workshops will be satisfied with the information received.

This UO is assessed through reports submitted to state and federal funding agencies, evaluations of workshops, courses, and other services provided to participants in those services.

The Program has also utilized other techniques for assessing its efficacy in providing services to students, employers and the community. These include:

- the CTE Outcomes Survey (CTEOS) which measured the students to completed and/or left the CTE programs;
- the CTE-BSI Research Committee, an interdisciplinary group of faculty members in CTE, Counseling, Math and English who investigated ways in which CTE students' performance could be improved and developed a number of promising practices; and
- the Promo Pathway and Developing Career Pathways efforts to support under-represented students' access to non-traditional careers.

The program has achieved several other accomplishments including the development of auto-degree awarding that increased the number of degrees and certificates awarded to students by 39% and the acquisition of the SMC-led consortia LA HI-TECH grant through the California Career Pathways Trust.

Looking forward, the program is seeking to continue strengthening its partnerships with external agencies, identify interdisciplinary partnerships among SMC's CTE and related disciplines, and continue to align SMC curriculum with feeder high schools and with partnering community colleges.

Commendations

The Workforce & Economic Development Program is commended for:

1. Supporting the district, faculty and students by developing and administering grant projects and contracts.

2. Working with CTE programs to help them respond to labor demands, understand what keeps businesses competitive, and create career pathways for the students.
3. Connecting and integrating the college's Institutional Learning Outcomes and Supporting Goals to the program's goals.
4. Writing a clear and succinct Program Review
5. Providing leadership for regional consortia and ensuring the SMC is included in these collaborative projects.
6. Securing an impressive number of grants and contracts.
7. Supporting the New Faculty Ranking Committee with Labor Market Information data

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Workforce & Economic Development Program:

1. Identify annual objectives that are specific and are able to be accomplished within one year.
2. Collaborate with the noncredit program to develop new adult education (noncredit) certificate programs.

Program Review Chair _____

Vicki Drake

Date: _____