

<b>Program</b>	Pico Promise
<b>Does this program have a CTE component?</b>	Yes
<b>Academic Year</b>	2018/2019
<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.**

**Program Description:**

The Pico Promise Program has gone through a name change and a change in program focus, objectives, and goals since the last 6-year program review in 2012-2013. At that time, the program was named the Pico Promise Transfer Academy. The program was focused on youth who lived near the College, specifically the Pico neighborhood, who were self-directed, and identified their educational goal as “transfer”. With the beginning of a new grant funding cycle in 2015-2016, and with input from City of Santa Monica staff, the program reverted back to its’ historical roots of serving at-risk youth in the Pico neighborhood, regardless of educational goal. While the basic demographics of the target population did not change, the program was re-focused to outreach to a wider range of potential program participants. The aim was towards introducing underserved youth to post-secondary education and supporting their educational pursuits from career exploration through completion of a Certificate, Associate in Arts/Sciences Degree, and/or transfer. With this shift in focus, the program was renamed the Pico Promise Program.

The Pico Promise Program is a grant program funded by the City of Santa Monica Human Services Division and Santa Monica College. It is a joint partnership between the City and the College designed to meet the needs of youth living in close proximity to the College, primarily the Pico neighborhood which is defined as the 90404 and 90405 zip code areas of Santa Monica. The grant focuses on this area of Santa Monica due to some of the risk factors associated with the neighborhood. The Pico neighborhood has generally experienced higher levels of family households on CalFRESH, higher numbers of students utilizing the Reduced and Free Lunch Program, and higher incidences of crime among youth ages 18-24 (Santa Monica 2014 Youth Wellbeing Report Card). Data has also indicated that youth/young adults, ages 18-24, in Santa Monica had a lower level of wellbeing when compared to typical levels by age. This includes levels of life satisfaction, day-to-day emotions, and higher levels of stress (City of Santa Monica 2017 Wellbeing Index). The program’s mission is to outreach and encourage at-risk and underserved youth and young adults to pursue post-secondary education and to provide the supportive services necessary for their success. Program funding is designed to serve 50 youth per academic year.

The programs’ target population are youth ages 17-24 who have graduated from a public high school within the Santa Monica-Malibu Unified School District (SMMUSD), specifically Santa Monica High School or Olympic High School, and who have traditionally been underrepresented in higher education. Students must also be low-income based on state and federal poverty guidelines, with some reviewed on a case-by case basis due to cost of living in the area, and identify one or more factors that may impact their ability to achieve their educational goals. These factors could include academic underperformance, first-generation college, or other personal or environmental issues creating barriers to academic

success. If a prospective student does not meet the specific program requirements, that individual can be considered for program admittance if he/she can demonstrate a continued tie to the community as documented through a direct referral from a partnering community agency identified in the grant (St. Joseph's Center, Virginia Avenue Park, Boys & Girls Club of Santa Monica, the Police Activities League, or Community Corporation of Santa Monica).

Eligibility and admission into the program is determined through an application and interview process. Prospective students are initially required to attend a Pico Promise Information Session. These sessions are conducted at Santa Monica High School and Olympic High School as well as at community partner agency sites. Information Sessions can also be conducted in the Pico office on a one-on-one basis with a program counselor. Prospective applicants are provided with information on the program including eligibility determination and program requirements including academic, career, and wellness contacts, minimum units enrolled, and grade point average. After the information session, if a student is interested in applying, he/she is given an application packet to complete and return to the Pico office. Application packets (See Attachments) include:

- Participant Application with demographic information, educational history, and community involvement
- Personal Statement question and guidelines
- Student Evaluation Form (to be completed by a Recommender)
- Proof of Income statement with copy of tax return requested
- Proof of High School Graduation
- Proof of College units completed (other than Santa Monica College)
- Proof of Residence (for Santa Monica 90404 and 90405 residents)

After submission of the application packet, all documents are reviewed by a program counselor to determine if the student meets minimum eligibility requirements and additional selection criteria for program participation. If a student is determined to be program eligible, he/she is contacted to schedule an interview with a program counselor. If a student is deemed ineligible and does not meet program criteria, a program counselor will contact the individual to explain why he/she is ineligible, and provide the student with information regarding other programs and services on campus. If program criteria is met, the student is scheduled for an interview.

The program interview is designed to get a sense of the individual in a variety of areas. This can include the applicant's goals, need for services, and commitment to being an active participant in the program. Some of this information may be obtained through the prospective students' personal statement, however, the interview allows program counselors to engage the student and get a better understanding of the students' needs, possible barriers to academic achievement, and expectations of being in the program. After the interview and upon recommendation of the counselor, the prospective student is notified of the admission decision. Once accepted into the program, students receive the following program services:

- Academic and Career counseling;
- Wellness services;
- Priority enrollment;
- Book vouchers (eligibility determined);
- Meal Vouchers; and
- Assistance with Financial Aid applications

The academic counseling is provided by counseling faculty hired specifically for the program to work with program participants. Career counseling is provided through the Career Services Center. The Pico Promise Project Manager

worked with the Career Services Center Faculty Leader to identify two Career Counselors that would work with Pico students. This coordinated effort allows students to schedule appointments with Career Counselors directly with Pico Promise staff, allowing for more seamless service delivery. Throughout the majority of this review period, wellness services were provided through individual contacts at The Center for Wellness and Wellbeing. In fall 2016, attendance to wellness workshops facilitated through The Center or Health Services were included as options to meet program requirements. An additional option to meet this program requirement was instituted in 2018. Beginning fall semester 2018, a Memorandum of Understanding (MOU) was entered into with Family Service of Santa Monica (FSSM) to serve as a direct referral resource to provide mental health and case management services for students identified as needing additional supportive services. This service would be provided by a FSSM clinician located in the Pico Promise office. This partnership has quickly become an important resource for the program in addressing student wellbeing needs.

In addition to the various counseling services offered through the program, other activities and workshops have been coordinated specifically for program participants with the aim of providing a sense of community and increasing social interaction. Activities and workshops over the past few years have included:

- “Meet & Greet”;
- “Fuel Up For Finals” and “Grab and Go...Study”;
- “Leap Into Spring” and “Slice of Summer”;
- “Ghostly Gathering”, “Eat, Drink, and Be Scary”, and “Come Get A Bite” (annual Halloween events);
- Dodger Stadium Tour; and
- Campus Tours to California State University Long Beach, the University of Southern California (USC), and California State University Northridge (CSUN).

Students who are accepted into the program sign a Student Contract (See Attachments) and agree to meet certain program standards in order to maintain program eligibility. However, the program is not designed to be punitive in its approach to program management. Faculty and staff understand that the students in the program are an underserved and at-risk population. To address all the needs of these youth, faculty take a holistic approach to working with students and make great effort to understand the multiple variables that could be impacting a students’ academic performance and/or ability to meet program requirements. If a participant is not meeting program requirements, he/she is contacted to meet with a program counselor or the program Project Manager to discuss any barriers, additional resources if needed, and continued participation in the program. If a student wishes to continue in the program, progress and participation is monitored. Students who do not maintain continuous enrollment for fall and spring semesters, however, are dismissed from the program. Those who maintain program eligibility may remain in the program through attainment of a Certificate, Associate Degree, Transfer, or until he/she reaches the maximum number of 4 years in the program or degree applicable units completed.

**How the program supports the mission of SMC:**

The Pico Promise Program supports Santa Monica College’s mission by providing a safe and inclusive learning environment for all students. The structure of the program, with designated academic and career counselors, allows faculty and students to develop strong personal relationships over time. This structure provides consistency for students and helps create an environment of support and inclusivity for student achievement and encourages personal exploration.

**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.**

**Overarching goals of the program:**

Overarching goals of the program include:

- To outreach and engage the Santa Monica community's underserved and underrepresented youth residing in close proximity to the college and support them in pursuing post-secondary education. The program is designed to assist, motivate, and empower these youth to explore and complete post-secondary educational opportunities that can include the pursuit of a Certificate of Achievement, an Associate in Art/Science Degree, and/or transfer to a 4-year college/university.
- To target youth ages 17-24, primarily residing in the Pico neighborhood (defined as 90404 and 90405 zip codes in the City Santa Monica), who have graduated from Santa Monica or Olympic High School, who demonstrate financial need, and who face barriers to academic achievement.
- To provide outreach at both local high schools and partnering community agencies to identify prospective youth for the program. Partnering agencies include Virginia Avenue Park, the Police Activities League, Community Corporation of Santa Monica, the Pico Youth & Family Center, the Boys & Girls Club of Santa Monica, Santa Monica College's Young Collegians' program, and St. Joseph's Center.
- To ensure compliance with all grant funding guidelines and special conditions, grant objectives/outcomes, and contract requirements. Compliance with the grant is overseen by a City of Santa Monica Program Analyst. Mid-Year and Year-end Program and Fiscal Reports are submitted each fiscal year to ensure compliance with all grant requirements, expenditures, and progress towards meeting program goals and objectives. In addition, during this six-year program period the program has undergone a Program Site Visit in March of 2017 and a Fiscal Site Visit in August of 2018.

**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 goals of the program are integrated into Santa Monica College's Institutional Learning Outcomes (ILO's) and Supporting Goals in a variety of ways. In looking at the institution's ILO's, the first ILO states that "students will acquire the self-confidence and self-discipline to pursue their educational curiosities with integrity in both their personal and professional lives." Self-confidence and self-discipline are an essential part of student success. The programs holistic and comprehensive approach to service delivery is an integral part of helping students to acquire those skills to be successful and pursue their educational goals. In establishing strong and caring relationships with program participants, counselors

serve as role-models and mentors for students. These relationships also provide an opportunity for counselors to provide support that increases student confidence in his/her ability to succeed. In turn, counselors gain an understanding of the various barriers students may face and can help guide students and direct them to additional resources. Pico's comprehensive services and program outcomes are also reflective of the College's Supporting Goals.

In looking at an Innovative and Responsive Academic Environment, the College aims to "continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community." The Pico Promise grant is, in itself, an attempt to meet the needs of a community. In targeting outreach efforts to youth from the Pico neighborhood, the grant is focused on meeting the educational needs of an underserved population within the larger Santa Monica community. Services of the program are also designed to meet the various needs of the population served. By providing a combination of academic, career, and wellness services, the program utilizes a comprehensive approach to address both the academic and personal needs of the population served.

Lastly, as part of its' goals, the College works to provide a Supportive Learning Environment for students. This includes providing "access to comprehensive learning resources such as library, tutoring, and technology" and "access to comprehensive and innovative student support services such as....financial aid." For its' part, the Pico Promise program reinforces these goals by providing math tutoring through the program and financial aid information. Recognizing that accessibility to financial resources is a critical factor in pursuing post-secondary education for many low-income students, program counselors serve as an additional resource to assist students in navigating and understanding the financial aid process and available financial aid awards.

**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).**

During the last six years, this program has been funded by the City of Santa Monica along with matching funds from the District. Matching funds require a minimum of 30% of the total grant budget. As previously noted, over this six year time period, the program has gone through transition. For the fiscal years 2013-2014 and 2014-2015, the program was identified as the Pico Promise Transfer Academy. Beginning with the July 1, 2015- June 30, 2019 funding cycle, the grant became the Pico Promise Program. Operating funding as reported below has been separated to reflect that transition.

**Pico Promise Transfer Academy Funding**

Information from the 2013-2014 Annual Program Review Report indicated that the Pico Promise Transfer Academy received \$155,230 of funding from the City of Santa Monica. The funding was utilized to support the following positions:

- Project Manager
- Student Services Clerk
- Academic Counselor
- Career Counselor
- Psychological Services Intern

- Student Workers

*For Fiscal Year July 1, 2014- June 30, 2015*, information from the Year-end Budget Report indicated that funding from the City of Santa Monica totaled \$156,782. The cash match through District funds was \$74,693. The total program budget was \$231,475. Positions funded wholly or in part by grant funds included:

- Student Services Clerk (50%)
- Academic Counselor (18 hours per week, fall/spring semesters)
- Academic Counselor (9 hours per week, fall/spring semesters)
- Career Counselor (7.5 hours per week, fall/spring semesters)
- Psychological Intern (50%)
- Student Workers (Supplemental Instruction and clerical)

### **Pico Promise Program**

July 1, 2015 began a new 4-year funding cycle for the grant that would go through June 30, 2019. With the start of this new cycle, the program was revamped and renamed the Pico Promise Program. Breakdown on the yearly funding for this grant cycle is noted below along with positions funded wholly or in part by the grant. Annual budgets for the 2015-19 grant cycle are summarized in Table 1 below.

*For Fiscal Year July 1, 2015 – June 30, 2016*, funding from the City of Santa Monica totaled \$141,782. The cash match through District funds was \$87,550. Total operating budget for the year was \$229,332. Positions funded wholly or in part by grant funds included:

- Project Manager (50%)
- Student Services Clerk (50%)
- 1 Adjunct Counseling Faculty (16 hours per week, fall/spring)
- Student Workers

In addition, part of the cash match for the grant is met through Student Success and Support Program (SSSP) funds. Funding began July 1, 2015 and ended June 30, 2016. Funding supported a Career Counselor for 5.5 hours per week.

*For Fiscal Year July 1, 2016 – June 30, 2017*, funding from the City of Santa Monica totaled \$144,618. The cash match through District funds was \$87,550. Total operating budget for the year was \$232,168. Positions funded wholly or in part by grant funds included:

- Project Manager (50%)
- Student Services Clerk (50%)
- 1 Adjunct Counseling Faculty (18 hours per week, fall/spring)

- Adjunct Counseling Faculty (24 hours of summer counseling)
- Student Workers

SSSP funds utilized as part of the cash match for the fiscal year were used to support 2 Career Counselors, 1 for 3 hours per week and 1 at 2.5 hours per week.

For Fiscal Year July 1 2017- June 30, 2018, funding from the City totaled \$147,800. The District cash match for the year was \$87,507. The total operating budget was \$235,307. Positions funded wholly or in part by grant funds included:

- Project Manager (50%)
- Student Services Clerk (50%)
- 1 Adjunct Counseling Faculty (18 hours per week, fall/spring)
- Adjunct Counseling Faculty (24 hours of summer counseling)
- Student Workers

SSSP funds used as part of the cash match supported 2 Career Counselors, 1 at 3 hours a week and 1 at 2.5 hours per week.

For Fiscal Year July 1, 2018 –June 30, 2019, funding from the City totaled \$151,347. The District cash match for the year is \$96,370. The total operating budget for the year is \$247,717. Positions funded wholly or in part by grant funds include:

- Project Manager (50%)
- Student Services Clerk (50%)
- 1 Adjunct Counseling Faculty (18 hours per week, fall/spring)
- Adjunct Counseling Faculty (24 hours of summer counseling)
- Student Workers

SSSP funds used as part of cash match funds 2 Career Counselors, 1 at 3 hours per week and 1 at 2.5 hours per week.

	<b>FISCAL YEAR</b>			
	2015-16	2016-17	2017-18	2018-19
<b>FUNDING SOURCE</b>				
SM City Grant	\$141,782	\$144,618	\$147,800	\$151,347
District Funds (match)	\$73,490	\$73,446	\$69,014	\$77,011
SSSP (match)	\$14,060	\$14,104	\$18,493	\$19,359
<b>TOTAL</b>	<b>\$229,332</b>	<b>\$232,168</b>	<b>\$235,307</b>	<b>\$247,717</b>
<b>PERCENTAGE Non-DISTRICT FUNDS</b>	61.8%	62.3%	62.8%	61.1%

TABLE 1 – Grant funding for the 2015-19 Funding Cycle

**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**

*Pico Promise*

**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.**

Demographic data reported in this section will cover the academic years from 2013-2018. It is important to note that the data for 2013-14 is unverified. During that year the program was overseen by a different College administrator and there was no access to any Program Status Reports that could confirm the accuracy of the data in WebISIS. Additionally, while there was access to the Annual Program Review report, no demographic program totals were indicated or required to be reported. In Fiscal Year 2014-2015, a different College administrator oversaw the grant. For 2014-15, no Annual Program Review report was completed but a Year-End Program Status Report submitted to the City of Santa Monica was provided to the current Project Manager. Data for that year was reviewed and changes were made in the College’s Management Information System to ensure that data in the College’s data system was consistent with program data. Data from 2015-2018 is from the current grant cycle and is consistent with program reporting. One final note, annual program totals are utilized for data comparisons to College-wide fall semester totals. The most significant outreach efforts for the program occur for students entering during the fall semesters, few new students are accepted in to the program in spring. After consultation with Institutional Research staff, it was determined that annual to fall comparisons were acceptable for data comparison. Data provided below was obtained through requests from SMC’s Office of Institutional Research and the Tableau data system.

<b>1. Students by Gender</b>							
<b>Gender</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>Total</b>	<b>College-Wide Fall 2017</b>
Female	38	30	28	29	27	152	15,895
%	56.7%	54.5%	57.1%	54.7%	47.4%	54.1%	53.2%
Male	29	25	21	24	30	129	13,865
%	43.3%	45.5%	42.9%	45.3%	52.6%	45.9%	46.4%
Other							108
%							0.4%
Total	67	55	49	53	57	281	29,868
Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



The percentage of males and females in the program are comparable to College-wide data.

<b>2. Students by Ethnicity</b>							
<b>Ethnicity</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>Total</b>	<b>College-Wide Fall 2017</b>
Asian/PI	8	8	5	2	1	24	4,366
	11.9%	14.5%	10.2%	3.8%	1.8%	8.5%	14.6%
Black	4	3	2	4	6	19	2,676
	6.0%	5.5%	4.1%	7.5%	10.5%	6.8%	9.0%
Hispanic	43	33	34	41	42	193	12,051
	64.2%	60.0%	69.4%	77.4%	73.7%	68.7%	40.3%
Native American	1	1	1			3	54
	1.5%	1.8%	2.0%	0.0%	0.0%	1.1%	0.2%
Two or more	3	3			1	7	1,326
	4.5%	5.5%	0.0%	0.0%	1.8%	2.5%	4.4%
White	8	7	7	6	7	35	7,989
	11.9%	12.7%	14.3%	11.3%	12.3%	12.5%	26.7%
Total	67	55	49	53	57	281	29,868
Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

- The program serves a significantly higher percentage of Hispanic students and a lower percentage of Asian/Pacific Islander and White students as compared to the college population.

<b>3. Students by Age Group</b>							
<b>Age Group</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>Total</b>	<b>College-Wide Fall 2017</b>
19 Years & Younger	29	27	29	34	33	152	9,014
	43.3%	49.1%	59.2%	64.2%	57.9%	54.1%	30.2%
20 -24	35	27	20	19	21	122	11,797
	52.2%	49.1%	40.8%	35.8%	36.8%	43.4%	39.5%
25 -29	2	1			2	5	4,257
	3.0%	1.8%	0.0%	0.0%	3.5%	1.8%	14.3%
30 - 39	1				1	2	2,696
	1.5%	0.0%	0.0%	0.0%	1.8%	0.7%	9.0%
40 - 49							1,125
							3.8%

50 & Older							979
							3.3%
Total	67	55	49	53	57	281	29,868
Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

- The Pico Promise Program serves a significantly younger population with approximately 97%, on average over the past five years, being under the age of 25.

4. Students by Residence Status							
Residence Status	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total	College-Wide Fall 2017
CA Resident	63	54	47	51	52	267	24,336
	94.0%	98.2%	95.9%	96.2%	91.2%	95.0%	81.5%
Out of State	4	1	2	2	5	14	2,289
	6.0%	1.8%	4.1%	3.8%	8.8%	5.0%	7.7%
Resident of Foreign Country							3,243
							10.9%
Total	67	55	49	53	57	281	29,868
Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

- All participants in the program are California residents. A few have been identified as AB540 students. Data obtained from Institutional Research distinguishes these students as “out-of-state”.

5. Students by Educational Goal							
Ed Goal	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total	College-Wide Fall 2017
Transfer	40	35	28	36	40	179	21,610
	59.7%	63.6%	57.1%	67.9%	70.2%	63.7%	72.4%
AA/AS	24	19	18	14	10	85	833
	35.8%	34.5%	36.7%	26.4%	17.5%	30.2%	2.8%
Other	3	1	3	3	7	17	7,425
	4.5%	1.8%	6.1%	5.7%	12.3%	6.0%	24.8%
Total	67	55	49	53	57	281	29,868
Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100%

- The majority of students in the program report Transfer or attainment of an Associates Degree as his/her educational goal.

<b>6. Students by Enrollment Status</b>							
<b>Enrollment Status</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>Total</b>	<b>College-Wide Fall 2017</b>
First Time Student	2	11	17	14	16	60	5,312
	3.0%	20.0%	34.7%	26.4%	28.1%	21.4%	17.8%
First Time Transfer		1			1	2	3,658
	0.0%	1.8%	0.0%	0.0%	1.8%	0.7%	12.2%
Returning Student	5	1		1	1	8	3,279
	7.5%	1.8%	0.0%	1.9%	1.8%	2.8%	11.0%
Continuing Student	60	42	32	38	39	211	16,914
	89.6%	76.4%	65.3%	71.7%	68.4%	75.1%	56.6%
K-12 Special Admit							705
							2.4%
<b>Total</b>	<b>67</b>	<b>55</b>	<b>49</b>	<b>53</b>	<b>57</b>	<b>281</b>	<b>29,868</b>
<b>Percent</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

- A significant percentage of students in the program are First Time Students or Continuing Students.

**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.**

The students served through the Pico Promise Program differ from the campus-wide population in a significant number of demographic categories, with the exception of gender which has remained relatively comparable. In reviewing program data for 2017-2018 in comparison to fall 2017 college-wide data, the following differences can be seen:

- The program serves a lower percentage of Asian/Pacific Islander (1.8%) and White students (12.3%), than are served by the campus as a whole, 14.6% and 26.7% respectively;
- The program serves a significantly higher percentage of Latino/Hispanic students, 73.7%, as compared to 40.3% campus-wide. This may be due in part to the outreach efforts and annual target projections identified in the grant which is 50% for Latino/Hispanics. Of greater significance however, are the demographics for the City of Santa Monica and the grants target area. As reported in the 2017 Santa Monica Wellbeing Index, data from the American Community Survey 2011-2015 through the U.S Census Bureau, indicate that while Santa Monica is predominately White, there is a larger Latino/Hispanic population concentrated in the 90404 and 90405 zip code areas.

- Students in the Pico program are significantly younger than campus-wide data. In 2017-18, 94.7% of program participants were under 25 years of age. This compares with 69.7% campus-wide for fall 2017. Again, this difference can be attributed to the target population of the grant which is youth ages 17-24. Students in the program who do exceed this age are continuing students who are allowed to remain in the program and do not “age out” if progress is being met and all other eligibility requirements are being met.
- With regards to residency, all program participants are California residents as compared to 81.5% of the campus-wide population in fall 2017. Students identified in the data as “Out of State” for the Pico program are AB540 students and are distinguished from California residents in the Institutional Research data.
- Data for educational goal differ between the program and campus-wide data. While the percentage of students who identify Transfer as an educational goal is comparable, there is a significant difference between students who indicate attainment of an Associate Degree. In 2017-18, 17.5% of Pico students indicated AA/AS as an educational goal compared to 2.8% campus-wide in fall 2017. If both Transfer and Associate Degree attainment are viewed in combination, 93.9% of Pico students fall in to these 2 categories as compared to 75.2% campus-wide. The target population and program goals may once again be a contributing factor to this difference. The program serves a significantly younger population and promotes the pursuit of a post-secondary degree. While the college also focuses on transfer and strongly encourages degree attainment, the student population is more diverse and the overall function of a community college is to serve as an institution of lifelong learning for the community it serves.
- In 2017-18, 28.1% of program participants were First Time Students compared to 17.8% college-wide in fall 2017. This can be a consequence of outreach efforts through the program. Outreach efforts occur at both Santa Monica and Olympic High School so the majority of new students to the program each year are recent high school graduates.

In reviewing data, the program is serving the targeted student population as stated in the grant, including age, ethnicity, and geography.

**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).**

The most significant change in the population served since the last program review was in the number of students served residing in the Pico neighborhood. After the first year of this grant funding cycle, 2015-2019, concerns had been expressed by the City’s grant monitor regarding serving youth from the Pico neighborhood. Projections for this target group were set high during the first year at 75%. The goal was not met in 2015-16, nor had it been met in previous years when target projections were at 50%. Discussions occurred regarding the definition of the Pico neighborhood and adjusting target projections to levels set in prior years. After consultation and discussion with City staff, the definition of the Pico neighborhood was expanded to include both the 90404 and 90405 zip code areas. Target projections were also decreased to 65% with the understanding that while outreach and recruitment could be challenging, staying true to the intent of the grant, targeting youth from the Pico neighborhood, would remain a primary goal.

Since the implementation of these changes, the program counselor responsible for outreach has worked diligently to outreach and recruit youth from the neighborhood. Table 2 below shows the increase in the percentage of students served residing in the Pico neighborhood. Table 3 shows a breakdown of program participants served by zip code area.

Percentage of students residing in the 90404 or 90405 Zip code areas of Santa Monica

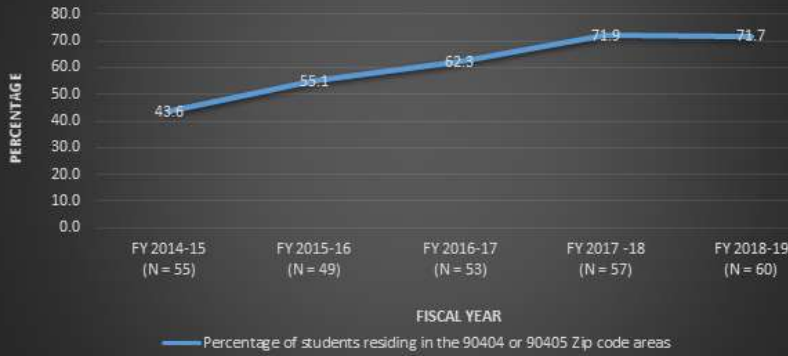


TABLE 2 – Percentage of students served residing in the Pico neighborhood

\*For comparison purposes, adjustments were made in the 2014-15 and 2015-16 data to reflect percentages based on the expanded definition of the Pico neighborhood implemented in 2016-17.

Source – Data obtained through WebISIS (Integrated Student Information System)

ZIP CODE AREA OF RESIDENCE	FISCAL YEAR				
	2014-15	2015-16	2016-17	2017-18	2018-19
90405	9	12	14	14	16
90404	15	15	19	27	27
90403	5	5	4	4	3
90402	1	2	1	0	0
90401	0	0	2	3	2
Other	25	15	13	9	12
<b>Total Served</b>	<b>55</b>	<b>49</b>	<b>53</b>	<b>57</b>	<b>60</b>
<b>% Pico Neighborhood</b>	<b>43.6%</b>	<b>55.1%</b>	<b>62.3%</b>	<b>71.9%</b>	<b>71.7%</b>

TABLE 3 – Number of youth served by zip code area

C. Program Evaluation
<i>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.</i>
<b>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</b>

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

Pico Promise

**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*

Program SLO's:

1. As a result of participating in a counseling session, students will articulate and prioritize the appropriate coursework needed for the subsequent term according to their stated educational goals.
2. Using assessment and transcript evaluation results, students will identify their eligibility for, and the proper sequence of English/ESL and math courses leading to their educational goal.
3. After meeting with a counselor, students will be more confident seeking different types of financial aid including grants, work-study, fee waivers and scholarships from federal, state, and private resources.

SLO's #1 and #2 are the same SLO's utilized by the Counseling/Transfer Center. SLO #3 is specific to the Pico Promise Program.

**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**

SLO's are assessed throughout the academic year, though they are typically assessed more often in the fall semester when the program experiences larger numbers of new, first time students. After meeting with a student, counselors are able to generate and assess the SLO through the WebISIS system. The number of assessments per SLO is relatively small, in part due to the size of the program and the fact that the majority of participants are continuing students and assessing the SLO's for these students is not always warranted. Though sample size is small, results are reviewed at staff meetings which occur once per semester. Results of SLO assessment are outlined in Table 4 below:

	SLO #1			SLO #2			SLO #3		
	Assessed	Met	% Met	Assessed	Met	% Met	Assessed	Met	% Met
<b>Fall 2015</b>	2	2	100%	2	2	100%	2	2	100%
<b>Spring 2016</b>	5	5	100%	0	0		0	0	
<b>Fall 2016</b>	4	4	100%	0	0		1	1	100%
<b>Spring 2017</b>	3	3	100%	0	0		3	3	100%
<b>Fall 2017</b>	7	7	100%	6	6	100%	7	7	100%
<b>Spring 2018</b>	1	1	100%	0	0		1	1	100%

Table 4 – SLO Assessment 2015 – 2018

- SLO assessment has been an issue for program evaluation over the last few years. This evaluation measure has not yielded significant results to impact program planning. As discussed in the previous Annual Program Review, this is an area of the program that requires reexamination, particularly with changes in Math and English curriculum related to State legislation and the impending implementation of Guided Pathways.

**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 major sources of evaluation for the program are the status reports on the outcome measure/goals as outlined in the grant and results from an Annual Student Satisfaction Survey. Status of outcomes are reported to the City of Santa Monica in a Mid-Year and Year-End Status Report. As previously mentioned in the Program Description, the program is targeted to serve 50 youth. Program services are to include academic, career, and personal counseling, referral services, and assistance with financial aid and book vouchers. Outcomes as a result of receiving services are as follows:

1. 100% will develop an educational plan.
2. 70% will successfully complete the fall 20xx semester with a “C” or higher.
3. 50% will persist to fall 20xx.
4. 15% will graduate annually and/or transfer within 3 years.
5. 80% will follow-up on referrals made to other groups on and off campus.
6. 100% will identify a degree/career goal by the end of the first year.

7. 75% will make satisfactory progress toward completing goal, completing a minimum of 4 courses from the educational plan.
8. 100% will apply for financial aid.
9. 85% will have access to necessary textbooks.
10. 75% will report a reduced financial burden of attending college as a result of services provided through the program (i.e. book vouchers and assistance with the College Promise Grant, AB540, and FAFSA applications). (Original outcome – 60% will report increased housing and economic stability. This was changed after consultation with the City Analyst and Institutional Research staff).

Grant Outcomes as reported over the past 3 years are summarized in Table 5 below:

<b>FISCAL YEAR</b>	<b>Educational Plan</b>	<b>"C" or Higher</b>	<b>Persistence</b>	<b>Graduate</b>	<b>Referral Follow-up</b>	<b>Career Goal</b>	<b>Satisfactory Progress</b>	<b>Financial Aid</b>	<b>Textbook Access</b>	<b>Financial Burden</b>
<b>2015-2016</b>	98%	74%	74%	14%	93%	100%	73%	92%	100%	100%
<b>2016-2017</b>	98%	76%	67%	17%	92%	94%	69%	91%	83%	90%
<b>2017-2018</b>	96%	56%	X	5%	75%	98%	67%	98%	93%	100%

Table 5 – Grant Outcomes 2015-2018

Evaluation of program outcomes is accomplished with data obtained through WebISIS, from Institutional Research, and from responses on the Annual Student Satisfaction Survey (See Attachments). The Mid-Year Status Report submitted to the City of Santa Monica requires a variance report for any outcome not on track for being met, an explanation for barriers to achieving goal, and steps being taken to address the situation. For the Year-End Report, an explanation must be provided for any outcome which is above or below 10% of the projected target. Outcome status from both the Mid-Year and Year-End program reports are shared with program faculty and staff to review the success of the program and areas for improvement. In addition, responses from the annual survey are reviewed to assess student satisfaction with program services and suggestions for improvement. Reviewing results from the outcome measures and survey have been critical in program planning.

Since the start of this grant funding cycle, 2015-2019, the program has met program goals within the 10% margin with the exception of “students completing the fall semester with a “C” or higher” in fall 2017. In assessing this outcome, the program has not taken the traditional approach in viewing this as successful course completion. In consultation with Institutional Research staff, discussions centered around successful course completion as being an aggregate of all classes enrolled and successfully completed, not individual performance. For this reason, it was determined to evaluate this measure on semester Grade Point Averages. While 80% of program participants maintained a 2.0 (“C”) or higher overall GPA, only 56% completed the semester with a 2.0 GPA or above. When the outcome was not met in fall 2017, the Project Manager identified students who did not perform well academically during that semester. Once identified, program counselors increased outreach and intervention efforts during winter session to those students. Students were



contacted to meet with program counselors who were able to discuss performance, barriers to success, and resources needed. This targeted intervention strategy proved effective. Counselors met with 16 students in winter '17 to address fall academic performance. In spring '18, 11 of the 16 students (69%) improved their GPA. As a result, this targeted intervention strategy will continue to be employed during inter-sessions for students who underperform during the fall and spring semesters.

Results of the Student Satisfaction Survey have also provided valuable feedback for program planning and offered students an opportunity to give feedback/suggestions for program improvement. Responses on the survey have both reinforced the value of program services and provided insight for program enhancements. Feedback and survey responses that have supported current services include the following:

- For 3 consecutive years, 100% of respondents “Strongly Agreed” or “Agreed” with the following statements:

Pico Promise Counselors are accessible;

Pico Promise Counselors help create an educational plan that I intend to follow; and

Pico Promise Counselors seem genuinely interested in my academic success.

- Students who “Strongly Agreed” or “Agreed” with the statement, “The Pico Promise Career Counselor was helpful in exploring my interest in career options” increased from 87% in 2015-16 to 93.8% in 2017-18.
- Student open-ended responses have included the following:

“My whole experience at the program has been nothing but great. The staff and other students have been very helpful and I am very thankful to be a part of this program.”

“I am grateful to the program because they made sure I stayed on track with school to succeed.....”

“There (sp) very helpful and patient I appreciate them.”

“I’ve been satisfied with the services the Pico Promise program offers because it made me make appointments to see counselors to follow up on my progress, which I wouldn’t have done outside the program.”

Other survey responses and feedback have provided opportunities for re-evaluation of program services/processes and the ability to make program adjustments. Feedback that influenced program planning included:

- In 2015-16 and 2017-18, 100% of respondents responded “yes” to the question “Did services received through the Pico Promise Program (book vouchers, assistance with Financial Aid/FAFSA application/BOG Fee Waiver) help reduce your financial aid burden of attending college?” In 2016-17, the affirmative response rate was 90%. These findings underscored the importance of receiving financial aid for this student population. This prompted faculty to increase efforts in assisting students with navigating the sometimes complex, financial aid process. The program Project Manager tracks student financial aid applications and approval through WebISIS. Information is shared with program counselors who can follow-up with students and assist them with applications or help explain supporting documentation being requested by the Financial Aid Office.
- Student responses that informed program planning:

- “Need book vouchers to be out sooner.” As a response, book vouchers are now issued 2 weeks prior to the start of the semester.

- “I have visited the wellness counselor about 5 times this semester and I have noticed a substantial improvement in the decrease of levels of stress that I suffer throughout the semester...” This survey response supported anecdotal data that indicated that some students needed additional, longer-term services in the area of mental health. As a response to this, the program entered into an MOU with Family Service of Santa Monica for additional supportive services.

- “I strongly think that all workshops should be opened to the Pico Promise students and not be picked out for us because some cannot attend them because of a time conflict with a class.” After review, it was noticed that the majority of workshops related to wellness and health on campus occurred from 11:15am – 12:35pm, what had traditionally been the free/club hour on campus. In order to accommodate students who were not able to attend these campus-wide workshops, program faculty facilitate or coordinate one wellness workshop per semester during a different time of day.

In addition to the outcome measures of the grant and satisfaction survey responses, other data reviewed for program evaluation include student success data. Tables 6 and 7 below show Success and Retention data by gender and ethnicity:

<b>Success and Retention Rates by Year and Gender</b>							
<b>Gender</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>Total</b>	<b>Campus-Wide Fall 2017</b>
<b>Females</b>							
Enrollments	274	236	222	213	215	1160	
Success Rate	82.5%	71.2%	70.3%	72.3%	63.3%	72.4%	70.1%
Retention Rate	90.1%	83.5%	86.5%	84.0%	81.9%	85.4%	83.3%
<b>Males</b>							
Enrollments	220	196	138	136	194	884	
Success Rate	73.6%	64.3%	63.8%	59.6%	63.9%	65.7%	67.1%
Retention Rate	86.4%	80.1%	84.1%	81.6%	84.5%	83.5%	82.1%
<b>Total</b>	<b>494</b>	<b>432</b>	<b>360</b>	<b>349</b>	<b>409</b>	<b>2044</b>	
Success Rate	78.5%	68.1%	67.8%	67.3%	63.6%	69.5%	68.7%
Retention Rate	88.5%	81.9%	85.6%	83.1%	83.1%	84.6%	82.7%

Table 6 – Pico Promise Success and Retention by Gender

- Overall, over the past 5 years, Success Rates are comparable to campus-wide data. However, when comparing Success Rates by gender for 2017-18, rates for the program were lower than fall 2017 campus-wide. There was an increase in success for males from the previous year but a decrease for females which impacted the overall success rate. As previously mentioned, fall 2017 is when data reported for the grant was not met for the “Success” outcome, completing the semester with a “C” or higher. Though defined differently for grant purposes, an intervention strategy was employed and 2018-19 data will be examined for program improvement.

- Overall, in comparing program Retention Rates for 2017-18 to fall 2017 campus-wide, Pico students show a slightly higher rate, 83.1% versus 82.7%. When broken down by gender, for 2017-18, males in the program had a slightly higher Retention Rate (84.5%) than females (81.9%).

<b>Success and Retention Rates by Year and Ethnicity</b>							
<b>Ethnicity</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>Total</b>	<b>Campus-Wide Fall 2017</b>
<b>Asian/PI</b>							
Enrollments	71	83	29	15	5	203	
Success Rate	85.9%	81.9%	75.9%	80.0%	40.0%	81.3%	77.4%
Retention Rate	88.7%	86.7%	82.8%	80.0%	60.0%	85.7%	89.2%
<b>Black</b>							
Enrollments	29	32	13	13	27	114	
Success Rate	82.8%	78.1%	61.5%	38.5%	48.1%	65.8%	55.5%
Retention Rate	93.1%	87.5%	69.2%	76.9%	77.8%	83.3%	75.1%
<b>Hispanic</b>							
Enrollments	315	237	254	281	306	1393	
Success Rate	75.6%	57.0%	64.6%	67.6%	63.1%	66.0%	61.6%
Retention Rate	87.3%	77.6%	86.2%	84.3%	83.7%	84.1%	78.6%
<b>Native American</b>							
Enrollments	8	6	10			24	
Success Rate	87.5%	100.0%	100.0%			95.8%	55.6%
Retention Rate	87.5%	100.0%	100.0%			95.8%	75.9%
<b>Two or more</b>							
Enrollments	17	26			8	51	
Success Rate	70.6%	76.9%			62.5%	72.5%	66.3%
Retention Rate	82.4%	80.8%			75.0%	80.4%	79.5%
<b>White</b>							
Enrollments	54	48	54	40	63	259	
Success Rate	85.2%	83.3%	74.1%	70.0%	74.6%	77.6%	76.2%
Retention Rate	94.4%	89.6%	85.2%	77.5%	85.7%	86.9%	85.6%
<b>Total</b>	<b>494</b>	<b>432</b>	<b>360</b>	<b>349</b>	<b>409</b>	<b>2044</b>	
<b>Success Rate</b>	<b>78.5%</b>	<b>68.1%</b>	<b>67.8%</b>	<b>67.3%</b>	<b>63.6%</b>	<b>69.5%</b>	<b>68.7%</b>
<b>Retention Rate</b>	<b>88.5%</b>	<b>81.9%</b>	<b>85.6%</b>	<b>83.1%</b>	<b>83.1%</b>	<b>84.6%</b>	<b>82.7%</b>

Table 7 – Pico Promise Success and Retention by Ethnicity

When looking at Success and Retention data by ethnicity, overall rates over the past 5 years are comparable to college-wide data. In comparing program data from 2017-18 to fall 2017 campus-wide, the following differences and trends are noted:

- Success Rates for Black students are lower, 48.1% as compared to 55.5%. However, the 2017-18 data did show significant improvement from the 2016-17 academic year.
- Retention Rates for Black students is higher for program participants (77.8%) than campus-wide (75.1%).
- Success Rates are higher for Latino/Hispanic students in the program as compared to campus-wide, 63.1% versus 61.6%.
- Retention Rates are also higher for Latino/Hispanic program participants, 83.7% as compared to 78.6%.
- Success and Retention Rates for White students in the Pico program are comparable to college-wide data.

**Additional program data:**

A final data element that was examined as part of the program review was Persistence. Below are tables for all program participants and rates for first time students.

<b>Persistence Rate All Students in Pico</b>					
<b>Term</b>	<b>Count</b>	<b>Persisted to Spring</b>	<b>Percent</b>	<b>Persisted to Next Fall</b>	<b>Percent</b>
Fall 2013	54	50	92.6%	34	63.0%
Fall 2014	52	48	92.3%	31	59.6%
Fall 2015	46	42	91.3%	37	80.4%
Fall 2016	51	43	84.3%	39	76.5%
Fall 2017	54	49	90.7%	X	X
<b>Total</b>	<b>257</b>	<b>232</b>	<b>90.3%</b>	<b>141*</b>	<b>69.5%*</b>
<b>*Count and Percent excludes Fall 2017 students since Fall 2018 data is not available</b>					

<b>Persistence Rate First Time Students in Pico</b>					
<b>Term</b>	<b>Count</b>	<b>Persisted to Spring</b>	<b>Percent</b>	<b>Persisted to Next Fall</b>	<b>Percent</b>
Fall 2013	2	2	100.0%	2	100.0%
Fall 2014	11	8	72.7%	7	63.6%
Fall 2015	15	15	100.0%	15	100.0%
Fall 2016	13	12	92.3%	11	84.6%
Fall 2017	15	14	93.3%	X	X
<b>Total</b>	<b>56</b>	<b>51</b>	<b>91.1%</b>	<b>35*</b>	<b>85.4%*</b>
<b>*Count and Percent excludes Fall 2017 students since Fall 2018 data is not available</b>					

- Rates for First Time Students in the program are significantly higher for term-to-term persistence (fall to spring) than reported campus-wide. In 2017 this was 93.3% for the Pico Promise Program and 68% campus-wide (Academics Dashboard, as reported in the 2017-18 Institutional Effectiveness Update report).

### **D1: Past year's Objectives**

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.

### **Objectives**

<p><u>Objective:</u> Create additional support mechanisms for students struggling with Math and difficult courses at SMC.</p> <p><u>Status:</u> Eliminated</p> <p><u>Comments:</u> This objective is from the last 6-year Program Review and was created by the previous program manager. It is unclear what different mechanisms were intended to be created. At the time of the last 6-year review, the program was the Pico Promise Transfer Academy and the utilization of Supplemental Instruction was an outcome/goal of that grant. Supplemental Instruction is not included in the current Pico Promise grant. However, in the past year, the program has attempted to employ higher performing students in the program as Math tutors for program participants.</p>	
<p><u>Objective:</u> Establish a larger presence within the Pico neighborhood.</p> <p><u>Status:</u> Completed</p> <p><u>Comments:</u> This objective is from the last 6-year Program Review and created by the previous program manager. Success was to be measured by the number of hours a month spent talking to Pico residents about the program. While the number of hours is not documented from that time period, success can be seen in the increase in the number of students residing in the Pico neighborhood who are in the Pico Promise program.</p>	
<p><u>Objective:</u> Increase the number of Student Workers hired through the program to a minimum of 4 for the academic year to expand the collaboration between SMC and Virginia Avenue Park.</p>	

<p><u>Status:</u> Completed</p> <p><u>Comments:</u> This objective was proposed in the 2015-16 Annual Program Review. A total of 5 students were hired during the academic year. Of those, 4 worked concurrently in the Pico Office and at Virginia Avenue Park where they served as tutors and mentors in the Teen Center.</p>	
<p><u>Objective:</u> Incorporate a change in program language regarding eligibility for program participation to ensure the needs of the community are being met and create a direct referral form to use with community agency partners.</p> <p><u>Status:</u> Completed</p> <p><u>Comments:</u> This objective was proposed in the 2016-17 Annual Program Review and was completed in consultation with the City of Santa Monica Program Analyst. There has been little impact to the program, 2 participants were referred through this process, but the process was implemented and is available for community agencies..</p>	
<p><u>Objective:</u> Pursue partnership with Family Service of Santa Monica to improve and enhance services available to program participants.</p> <p><u>Status:</u> Completed</p> <p><u>Comments:</u> This objective was proposed in the 2017-18 Annual Program Review and has been met. Language for the MOU was developed and reviewed, and signed during summer 2018. Services began in fall 2018.</p>	

**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.**

The Pico Promise Program has experienced many accomplishments and program achievements over the past several years including:

- Meeting or exceeding the annual target goals for youth served and for youth served residing in the Pico neighborhood;
- Meeting program goals/objectives over the last 3 years, with one exception as noted;
- Providing a safe and supportive environment for students and a sense of community within the program by coordinating social events for student and faculty/staff engagement;
- Providing educational and cultural experiences for students (College tours, Dodger Stadium Tour);
- Providing employment opportunities for students, both in the program office and at Virginia Avenue Park;

- Enhancing outreach efforts in the community;
- Expansion of program services (tutoring, introduction of Meal Vouchers in 2016-17);
- Pico Promise student designed program logo;
- Successful completion of both a Program Site Visit and Fiscal Audit; and
- Building a strong, supportive team of faculty and staff who are committed to the goals of the grant and success of the students.

Initiatives undertaken during the grant funding cycle, 2015- 2019, include:

- The Letter of Agreement with Virginia Avenue Park to place student workers at the Teen Center to serve as mentors and tutors to middle and high school youth; and
- A Memorandum of Understanding with Family service of Santa Monica to provide additional case management and mental health resources for identified youth in the 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.**

Recommendations from the previous six-year program review were aimed for the Pico Promise Transfer Academy which had different goals/outcomes. With the transformation to the Pico Promise Program, some of these recommendations were no longer applicable to the program. Below is the list of Recommendations for Program Strengthening as outlined in the 2013 Executive Summary and responses to the recommendations:

1. Implement tracking of Supplemental Instruction to better measure the impact on success.
  - Supplemental Instruction Participation and Supplemental Instruction Course Success were both outcome measures in the Pico Promise Transfer Academy grant. As neither of these are outcome measures in the current Pico Promise program plan, there is no tracking of SI utilization.
2. Explore additional strategies for assisting students whose deficiencies are beyond the scope of SI.
  - As previously noted, SI is no longer tracked as part of the grant’s outcome measures. Consequently, addressing this recommendation is not feasible. Nevertheless, it should be noted that the program, in its’ current structure, continues to attempt to hire current program participants to work as tutors in the program.
3. Consider developing more specific outcomes to measure targeted mandatory support functions.
  - Unknown what support functions were being addressed.
4. Explore support resources available to primary program transfer institutions to enhance the transition to upper division programs.
  - This is beyond the scope and capabilities of the current program staff/faculty. Campus tours for popular transfer institutions have been coordinated over the past few years. These tours have provided an opportunity to explore the campus and identify a point of contact for students who express an interest in transfer to that institution.
5. Track success rates of students at transfer institutions.

- This is beyond the capabilities and resources of the program.

**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.**

There are no changes or activities that have not already been addressed in this report.

**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).**

Not Applicable.

## **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**

Overall, data from the program review was positive. The program is performing well in meeting the goals and outcome measures of the grant. In reviewing persistence, program participants are exceeding persistence rates when compared to college-wide data. Creating a sense of community within the program and building strong personal relationships with students may contribute to this high persistence rate. In looking at other student success metrics, average Success and Retention rates over the past five years are slightly higher when compared with college-wide data for fall 2017. However, there have been fluctuations when viewed year-over-year and differences are evident when broken down by ethnicity and gender. While grant goals are being met and persistence is high, these other student success measures must be reviewed for more targeted intervention strategies and program planning.

A long-term goal would be to see student success data stabilize without such large fluctuations, remain comparable or exceed college-wide data annually, and see improvements in the equity gap. To address these issues, data could be further disaggregated to better identify who within the target population is experiencing higher levels of academic difficulty, i.e. recent high school graduates, Black males, Hispanic females, or a combination of identifiers. This information would aid in developing new program processes or services. Equally important, and a shorter-term goal, is to better understand the challenges students are facing, the needs of the student population, and support services necessary to facilitate their success. This could be achieved by enhancing the Student Satisfaction Survey to include additional questions that would solicit better information on what students identify as critical support to help them achieve their educational goals. By identifying these needs, program management would have greater ability to determine the best allocation of financial resources, the capacity of the program to provide additional support, and best ways to promote and partner with existing resources on campus.

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

Objective #1

**Objective:** Collect and analyze SLO data on PPTA students.

**Area/ Discipline/ Function Responsible:** All



**Assessment Data and Other Observations:**

**External Factors:**

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

**Describe how objective will be assessed/measured:**

**Comments:**

Objective #2

**Objective:**

Expand the Student Satisfaction Survey to include additional questions regarding specific resources needed for student academic success and utilize that information to enhance program services.

**Area/ Discipline/ Function Responsible:** Pico Promise

**Assessment Data and Other Observations:**

**External Factors:**

Other Factors

Anecdotal data from students points to a wide range of factors that may be impacting student's academic performance.

**Timeline and activities to accomplish the objective:** Work with Institutional Researcher to develop additional question(s) to the Annual Student Satisfaction Survey soliciting information on needed services.  
Finalize updated survey by December 2019 to administer for the 2019-2020 academic year.

**Describe how objective will be assessed/measured:** Objective will be assessed by the collection of survey responses, evaluation of responses, and impact on program planning. Impact will be measured by the implementation of 1 new program strategy/service by fall 2020.

**Comments:** To better maximize resources and provide additional support services targeted to meet the needs of the student population, it is critical to understand what students identify as important to better assist them in their educational pursuits.

Objective #3

**Objective:**

Establish a stable, consistent math tutoring component within the Pico Promise program

**Area/ Discipline/ Function Responsible:** Pico Promise

**Assessment Data and Other Observations:**

**External Factors:**

Other Factors

Several requests and referrals are made for math tutoring every semester. Attempts to provide tutoring services within the program have been constrained by office space availability. With the implementation of AB705, the anticipated need for additional math support will increase in the next year.

**Timeline and activities to accomplish the objective:** By the end of June 2019, program will move into the new Student Services Center.

By end of August, assess facilities resources available for tutoring component.

By end of September 2019, hire program tutor.

**Describe how objective will be assessed/measured:** By October 2019, a minimum of 1 student worker will be hired to provide math tutoring 2 days per week.

**Comments:** Program space has limited the ability to provide consistent tutoring services through the program. Additional space gained in the new Student Services Center will allow for this expanded program service.

## **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.**

The Pico Promise Program consists of a small, part-time staff. Day-to day operations are supervised by a 50% Project Manager. Additional staff include two part-time Counseling Faculty (1 working 18 hours per week and 1 working 8 hours per week) and a 50% Student Services Clerk. The program operates under the direction of the Senior Administrative Dean, Counseling, Retention, and Student Wellness. In looking at how the program's staff members engage in institutional efforts, it must be noted that this part-time structure impacts the ability of staff to fully engage in campus-wide efforts.

While the program's Project Manager has expressed interest in a committee assignment, no committee role has been required or assigned due to the limited days and times of availability of a 50% management position. One effort the programs' manager has been involved in though is the Annual Counselor-to-Counselor Conference. This annual meeting allows counselors from both Santa Monica College and Santa Monica High School to meet, share information and resources, and discuss ideas for easing the transition from high school to college. Initiatives that have come out of this collaborative effort have been organized campus visits to the College that have included meeting staff/faculty from some of SMC's Special Programs, including Pico Promise, and a summer Counseling 20 section targeting graduating seniors. Program counselors have also been a part of this initiative when available and make efforts to participate in larger institutional activities.

As adjunct faculty, program counselors are limited in their time to participate in larger institutional efforts. They do, however, engage when opportunities arise and do not interfere with other work schedules, or significantly decrease time providing direct services to students. Instances in which program faculty have had the opportunity to participate include Institutional/Department Flex days and Sorting Day for Guided Pathways. In addition, both program counselors attend all department trainings and provide observational opportunities for the interns rotating through the Counseling Departments' 4C Intern program.

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

Program faculty and staff are heavily engaged with the local community. Since the Pico program's focus is on youth in the Santa Monica Community, the staffs' presence in and outreach to the local community is a critical part to the success of

this grant. Both the Project Manager and counselor responsible for program outreach are involved in community efforts and activities to disseminate information about the program and strengthen community ties.

Over the last 4 years, the Pico Project Manager has been involved in the following ways:

- Participation and attendance to monthly meetings of the Educational Collaborative held at Virginia Avenue Park. This is part of the City of Santa Monica's Cradle to Career (c2c) initiatives;
- Served as an interviewer for new cohorts of Young Collegians at Santa Monica High School. Also attends the annual Culmination Ceremony for Young Collegians graduates;
- Attendance to meetings of the City's YRT (Youth Resource Team). The YRT is coordinated through St. Joseph's Center and is designed to provide intensive case management and supportive services to vulnerable youth and families. The meeting consists of representatives from the local school district and various community agencies providing services in the area;
- Attends the Annual Resource Fair at Virginia Avenue Park;
- Entered into a Letter of Agreement with staff at Virginia Avenue Park to hire and place Pico Promise participants as student workers at the park's Teen Center, working as tutors and mentors to junior and high school youth; and
- Established a Memorandum of Understanding (MOU) with Family Service of Santa Monica to provide on-site case management and mental health services to Pico students identified as needing additional supportive services.

The Pico Promise Outreach Counselor has been engaged in the following community activities:

- Outreach activities at Santa Monica High School, Olympic High School, Virginia Avenue Park, the Santa Monica Police Activities League, the Boys and Girls Club of Santa Monica, Community Corporation of Santa Monica, and the Young Collegians program;
- Participation at Pico Neighborhood Partnership (PNP) meetings at Virginia Avenue Park. The PNP has been responsible for coordinating the Annual College Fair at the park;
- Presentation conducted for Familias Latinas Unidas, a parent group at Virginia Avenue Park; and
- Attendance to YRT meetings.

**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.**

The relationship between program faculty and staff is very strong. The Project Manager and program counselors have been working together for almost 4 years. The Student Service Clerk has been with the program for approximately 1 ½ years. Despite the part-time status and varying days and times in the office, all staff and faculty work as a very cohesive team. Regular staff meetings are not feasible with the different days and times staff are available, but accommodations are made so that all staff can meet 2 times per year. These staff meetings are an opportunity to discuss program updates, outreach efforts, student progress, and program goals/outcomes. While the program structure limits the number of staff meetings, staff and faculty stay in contact through phone and email to ensure any relevant information is being communicated between all staff/faculty. In addition to the relationships within the program, staff and faculty have also established valuable relationships outside the program.

The Pico program is currently located in the Transfer/Counseling Center adjacent to the Black Collegians and the Latino Center. Due to the proximity of the programs, the open concept of the reception area, and the shared space for students, creating a collegial environment has been essential for the day-to-day operations of the program and for creating a safe and

supportive environment for all students. While the physical proximity has created an opportunity to engage with other special programs, the goals of the program and the needs of the students have necessitated that program staff/faculty work with other programs or areas on campus. To better assist students in accessing services to support their academic success, other areas Pico staff/faculty have worked closely with are Financial Aid, the Center for Students with Disabilities, and Guardian Scholars.

## **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].**

The issue of space has been an ongoing issue and cited in prior Annual Program Review Reports. The program currently has two offices designated for the program, one for the Project Manager and one for the counselors. However, the offices are shared space with a career counselor, tutors, and the clinician from Family Service of Santa Monica. This has created challenges over the years, making it difficult to plan program activities, coordinate services, and accommodate any changes or flexibility of schedules. While no solution was ever proposed, the upcoming move to the new Student Services Building will finally resolve this issue.

In its' new location, the Pico program will have increased office space that will be utilized exclusively for the program. This will allow for more program flexibility and opportunities for program enhancement, such as increased tutoring hours or case management and mental health services. The program has steadily grown over the last 4 years and the additional space for program services is a much needed resource.

Staffing has also been an ongoing issue, both with structure and resources. The all part-time staffing structure, with varying days and times for individuals in the office, is a challenge when serving an at-risk population. With much dedication, the current staff/faculty have developed into a strong team and work well together to communicate important information to all team members to ensure quality and comprehensive services are being provided. While the size of the program may dictate resources allocated to the program, the needs of the student population and the steady growth over the past few years necessitate additional resources. Increased counseling hours would be beneficial, particularly during the inter-sessions when outreach and intervention efforts are most critical. Funding was explored to support this need through SSSP (Student Success and Support Program) or Equity dollars. Unfortunately, with these two funding sources now being merged through the Chancellor's Office, the ability to apply for and access these funds has been on hold for a year while new guidelines and an application process are put into place. It is the hope that once guidelines are in place, the program will be eligible to apply for funds.

An additional staff resource that would greatly benefit the program is in the area of Wellness/Mental Health. As previously mentioned in this report, the program entered into an MOU with Family Service of Santa Monica to provide case management and mental health services to students identified as in need of this additional support. This partnership has worked well and will be reviewed for its continuation for the 2019-20 fiscal year, but it does have its limitations. Hours of availability for the clinician are limited and students must be receiving Medi-Cal, both of which can be barriers for some

students. As mental health resources are expanding for special programs across campus, the Pico program needs to be included in the conversation for the ability to access these additional resources.

**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].**

See #1 above - space.

**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].**

See #1 above - staffing.

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

Positions currently assigned to the program include:

1. Project Manager - 50%
2. Student Services Clerk - 50%
3. Adjunct Faculty - 18 hours/week
4. Adjunct Faculty - 8 hours/week

5.

## **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?**

The program has grown incrementally over the last 4 years and has the potential to continue this growth. Outreach efforts have increased both in the high schools and in the community with a greater emphasis on the grants target population. These increased efforts in combination with stronger ties to community agencies have resulted in a steady stream of referrals to the program. Program staff and faculty see this potential growth as a positive reflection of the efforts being made and are invested in serving the youth in the Pico community. This growth in number of youth served would need to be accompanied by an enhancement of services provided. Planning for this change however, requires a commitment and investment from the College and the City to allocate additional resources, both financial and human, to support these program changes. There have been some discussions at the College regarding the direction this program is going, but at present no programmatic changes have been made. If growing the program is ultimately viewed as a future goal, a plan for securing additional program funding will need to be developed along with exploring ways to partner with other campus programs/offices to better utilize existing resources.

**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].**

The capital resources that will be gained with the move into the new Student Services Center would be able to sustain at minimum a 25% increase in program growth and youth served. With the office space designated for Pico only and the additional spaces for tutoring, it is believed the new facilities would be sufficient for this growth.

**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].**

As previously mentioned in this report, additional counseling hours would already be beneficial in meeting the needs of the target population. If the program were to grow, increased counseling support would absolutely be needed to serve the larger number of program participants. While the current size of the program only warrants a 50% project manager, any future growth to the program would also require the staffing structure to be re-examined.

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

Many of the challenges facing this program have been mentioned throughout this report including space, staffing structure, and financial resources. Although this grant went through a brief change in focus when it was a re-vamped for the 2011-15 funding cycle and became the Pico Promise Transfer Academy, it reverted back to its' original intent to serve vulnerable, under-represented youth from the Pico community. That commitment must take into account the challenges these youth face and must be accompanied by the necessary resources to assist these youth in their educational pursuits and support the success of the program.

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

This grant program has been a valuable partnership between the District and the City for many years and will, in all likelihood, continue for many more. And while there have been transitions and issues in management over the last decade, the program has stabilized over the past four years and staff/faculty are focused on its' core mission.

Conclusions and recommendations for the program is to have both District and City staff engage in thoughtful dialogue regarding expectations, the needs of the community being served, and the future of the program. If the intent is to remain a small program focused on serving 50 students, the Project Manager will need to prioritize applications and limit the number of students accepted into the program to maximize utilization of program resources. However, if the both the City and the District agree that a need exists to expand the program, staffing structure and financial support must be addressed to ensure the program has the resources available for program success.

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

After the implementation of SMC's College Promise Program there was confusion on campus and in the community with the distinction between the two programs. As a result, the Pico Promise Program will be reverting back to a previous name, Pico Partnership. This program has been and always will be an important partnership between the City and the District and that will once again be reflected in its' name. This change has been done in consultation with City staff and will take effect when the program moves into the new Student Services Center.

## **Evaluation of Process**

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

The Program Review Process is effective in focusing program planning. Both the Annual and 6-year reviews are important tools in assessing and evaluating program goals, services, and effectiveness. The Annual Review provides an opportunity to set short-term objectives and modify or implement new program services, while the 6-Year Review allows for greater reflection, to review data trends over time, and to critically examine the programs strengths and areas of focus for future planning. However, where the process is lacking, is in follow-up and addressing program needs and institutional support. The process, particularly the Annual Review, then becomes just that, a process, a report to be completed and

submitted with minimal feedback and opportunity to discuss next steps forward. The process is important but could be more meaningful and offer greater insight for program planning if the process did not end with the submission of a report. The process needs to include thoughtful discussions with supervisors about program expectations and institutional resources. In addition to the Program Review process itself, the mechanisms utilized for completing program review need to be evaluated, specifically Tableau and CurricUnet.

The Program Review Process, in particular the 6-Year Review, is a demanding and time-consuming process. Unfortunately, during this review cycle, the Office of Institutional Research (IR) was going through its own transition with regards to data requests. Past experience with IR has been excellent, with staff being extremely helpful and accessible to review and discuss data results. IR staff continued to serve as a great resource for this process and did provide raw data but the introduction of Tableau as a resource to access data was not always helpful. Some data elements, such as demographics, are not available for all special programs in the system. In addition, navigating between workbooks to access data is cumbersome. These issues may be resolved with the re-establishment of the Research Data Request Form through Institutional Research.

Finally, an issue that needs to be examined is the use of CurricUnet. This program is extremely limited in its capabilities. The process of having to write the report in a different format and then cut and paste into the system is tedious, adds time required to complete the report, and creates formatting issues. During this program review cycle the system was also not functioning properly. The Committee Co-Chair was extremely helpful in providing assistance, but this was another problem that had to be dealt with. The College would be better served in investing in a program that provides a more user friendly experience for those tasked with completing program review.

**Executive Summary**

*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**

Application Packet	
Satisfaction Survey	
Student Contract	