

Beta Annual Program Review Questions 2019

I. PROGRAM DESCRIPTION: In one or two paragraphs, provide a description of the primary goals of your program or service area. Attach an appendix to describe your program or service area in more detail, if needed.

Note: If no changes have occurred, copy and paste from last year's review.

If it exists, feel free to copy the brief description of your program from the college catalog:

<http://www.smc.edu/CollegeCatalog/Pages/default.aspx>

The Scholars Program was originally created in 1985 through a partnership with UCLA known as the Transfer Alliance Program (TAP). For over thirty years, the Scholars Program at Santa Monica College has stayed true to its mission and the mission of the college by providing "a safe and inclusive learning environment that encourages personal and intellectual exploration." In accordance with Santa Monica College's mission statement, the Scholars Program's rigorous classes assist "students in the development of skills needed to succeed in college, prepare students for transfer and nurture a lifetime commitment to learning." It also challenges and supports students in achieving their educational goals by offering students individual counseling, tutoring, transfer workshops and new student orientations. Finally, in seeking to provide open and affordable access to university study for all students, this program participates in partnerships with other colleges and universities (in addition to UCLA) in order to facilitate access to baccalaureate and higher degrees and actively seeks the participation of historically underrepresented and non-traditional students.

The Scholars Program's philosophy is to promote mastery of subject matter demonstrated through writing, research, critical thinking and analysis and to ensure our students are prepared for the rigors of university study. Our courses are smaller in size, usually limited to 25 students, and are taught by faculty who are highly recommended by their respective departments and the students. The reputation of both the faculty and the classes offered, combined with the high transfer success rate of the program (90% vs 30%-35% for the general student population), continue to offer our students access to high caliber universities such as UCLA. In fact, this program was developed to specifically address the needs of the UCLA TAP contract. We also support our students' educational goals by ensuring that they are informed and knowledgeable about the transfer process and, finally, we attempt to reach and include racially minoritized students.

UCLA has established criteria for Transfer Alliance Program membership. These include: the structure of the program and administrative support, academic standards and student recruitment and services. The academic standards focus on the points already mentioned such as "course enrichment, including but not limited to research opportunities, university level reading and writing assignments, analysis and critical thinking and the use of technology." The Scholars Program curriculum should offer faculty an opportunity to try experimental pedagogies and

should also offer students the opportunity for hands-on educational experiences. In short, the program offers students a rigorous, stimulating and challenging preparation for university study. In terms of UCLA's Student Recruitment and Services requirement, the Scholars Program should and does support students in achieving their educational goals through knowledgeable and accessible counselors who offer individual counseling as well as workshops focused on transfer. As UCLA's criteria states, our program should have "designated counselors for Scholars students who will be knowledgeable about TAP, UCLA and UC transfer admission requirements." In addition, there should also be evidence of efforts to disseminate information about the program and its activities as well as efforts to encourage the participation of historically underrepresented and non-traditional students. The Scholars Program is in compliance with all these criteria.

II. PARTNERSHIPS: N/A for Scholars Program

(CTE only):

Part 1:

Industry advisory meeting dates and attendance for 2018-2019. Insert additional rows as needed:

Date of meeting	# of SMC attendees	# of non-SMC attendees

Part 2:

Employer partnerships/collaborations in 2018-2019 (insert additional rows as needed):

Employer Name	Type of partnership or collaboration: <ul style="list-style-type: none"> • Advisory attendance • Internship site • Donations • Job placement • Other 	Optional: Additional information about partnership or collaboration

III. PROGRESS SINCE LAST REVIEW (LAST YEAR'S OBJECTIVES):

Identify the original objectives from your last review as well as any new objectives that have emerged since then (if applicable).

For each objective, determine status and explanation for status.

Objective	Status	Status Explanation
<p>#1 Objective: Actively incorporate the Scholars faculty into the program to encourage innovation and collaboration. (2013, 6-year review)</p> <p>#2 Objective: The Scholars Program will create and establish concrete initiatives to enhance the enrollment of all students with particular attention to racially minoritized students.</p>	<p>(Completed, in progress, not started, no longer pursuing)</p> <p>In progress</p> <p>In progress</p>	<p>Developed a Scholars faculty Homeroom page on Canvas/ created and have begun to hold Scholars Faculty orientations/hosted Professional Development workshop</p> <p>Joined Super Saturday (Outreach Committee)/working with Adelante and Collegians counselors and faculty/work with STEM to recruit</p>

IV. ACHIEVEMENTS:

(Optional) List any notable achievements your program accomplished in the last year.

The Scholars Program worked with the SMC Foundation and secured the Sharer Scholarship for transferring Scholars students. This scholarship has been awarded to 9 students and will cover all unmet costs for the students after they transfer to their university. It will be awarded until they obtain their bachelor's degree (2 – 3 years). This scholarship is an ongoing award with the potential to grow if the donor is happy with the way we handle the scholarship, the students, etc.

For over 20 years the SMC Scholars Program has TAP certified more students than any other community college in the UCLA Transfer Alliance Program consortium and has been a leader in terms of having students admitted to UCLA. We have continued to be a leader in this area even during this Fall 2019 admissions cycle which has been the most difficult cycle in the history of TAP.

We started collaborating with UCLA and UCSB to offer specialized workshops to Scholars Program students.

V. ASSESSMENT AND EVALUATION

Part 1: Outcomes and Evaluation Results

- A. Reflect on the outcome assessment (PLO, SLO, UO) data that your program reviewed in the current year (2018-2019) that have yielded **notable** or **actionable** findings. Insert additional rows as needed.

Note: It is not required that you mention every outcome assessed in your program.

What outcome were you assessing?	How was the outcome assessed?	What were the results of the assessments?	Describe any changes that are planned or in progress to address the results
Number of AA degrees granted to Scholars students	IR Report (attached)	Scholars significantly increased AA degrees	Continue the AA project (admin. annually since 2013)
Scholars Faculty knowledge of program	IR Survey (attached)	Solicited Scholars faculty input to help create support network for program faculty	Creating focused trainings for faculty based upon their input

- B. Reflect on other effectiveness data you collected and analyzed for the program this year.

1a: Course Success and Retention (Instructional Depts Only)

After reviewing the course success and retention rates for your program, describe how these rates reflect the overall effectiveness of your program, and discuss any planned changes or actions your program plans to take to address the results (if applicable). Access data in Tableau (<http://tableau.smc.edu>)

1b: Racial and Other Equity Gaps for Course Success (Instructional Depts Only)

After reviewing the course success rates by ethnicity/race and other demographic variables, identify any equity gaps, and discuss any planned changes or actions your program plans to take to address the gaps (if applicable). Access data in Tableau (<http://tableau.smc.edu>)

2: Degrees and Certificates (Instructional Depts Only)

After reviewing the numbers of degrees and certificates awarded by your program, describe how the data reflect the overall effectiveness of your program, and discuss any planned changes or actions your program plans to take to address the results (if applicable). Access data in Tableau (<http://tableau.smc.edu>)

3: Additional Data Demonstrating Effectiveness (If applicable)

If available, describe the results of other data indicating the effectiveness of the program and discuss any planned changes or actions your program plans to take to address the results.

Examples of other data include: surveys, document reviews, observations, performance indicators, focus groups/interviews, advisory committees, labor market demand, license exam pass rates

(See Attached Scholars Transfer Student Survey)

Since 2015, we have been surveying the TAP certified students after they have completed their first year (junior year) at their transfer institution. Every spring the TAP certification information from the previous year is given to IR. They contact those students and send them our survey. The questions on the survey are intended to solicit feedback from the students regarding how they feel the Scholars Program helped prepare them for their upper division studies at their school. Although the response rate is low, it has been a useful effort in that the students who have responded have given us good feedback and suggestions for improvement. In general, the survey feedback has been positive and we have found that students are performing well at their transfer schools

As a result of this survey, we are having many discussions with our faculty regarding topics such as developing research projects, creating opportunities for more student engagement in the classroom, having an equity lens in terms of the Scholars population in general and in the classroom, etc.

We are also collaborating with UCLA to develop a research class based upon a model that they currently use. Our transfer students brought this to our attention and we are in the initial phases of considering this as a possibility for our students at the community college level.

Part 2: Analyses of Results

This question is designed to bridge the results of your evaluation and outcomes assessment with next year's objectives (VI).

In one or two paragraphs, describe what you have learned about your program and how this knowledge will inform your plans for next year.

We have learned that:

1. We need to continue our efforts to promote AA degrees. The data shows that our efforts have been successful and more Scholars students than ever before are eligible and petitioning for AA degrees at SMC.
2. We need to develop more opportunities for the Scholars Program faculty to interact as an instructional community and help establish ways for collaboration.
3. We need to create some research opportunities as a program and work with our faculty to infuse the opportunities throughout the program.

VI. NEXT YEAR'S OBJECTIVES:

Itemize any specific strategies or projects you plan to accomplish next year to improve the effectiveness of your program. *Limit 3 objectives.*

Objective	Rationale for Setting Objective <i>Link to data, if applicable.</i>
Establish a better working relationship with UCLA	UCLA transfer numbers were down this year. We need to collect data on denied and admitted students and collaborate more with UCLA to enhance and maintain transfer success rates.
Provide professional development opportunities for Scholars faculty members specifically focused on enhancing equitable classroom practices in pursuit of equity in the program	Will offer an Opening Day 2019 workshop that focuses on equitable assessments in the classroom. This workshop was developed by the Senate's Equity and Diversity Committee and was part of the Equity Speaks series. This workshop addresses and integrates two of the top requests in our survey of Scholars Faculty – teaching the grade focused student and developing equitable teaching practices
Create more opportunities for students to receive A.A. degrees and certificates	Establish more SMC completion criteria for Scholars students to add to the transfer completion rates

VII. CURRENT PLANNING AND RESOURCE NEEDS:

Part 1: Narrative

Broadly discuss issue or needs impacting program effectiveness for which institutional support or resources will be needed for the coming year.

We have no resources dedicated to the professional development of Scholars faculty members. If we had a budget for professional development we could bring experts to campus who could address the specific needs of those teaching in the program, or send faculty members to appropriate meetings and conferences, especially as they work to achieve equity in their classes and the program as a whole.

We need a budget to purchase graduation sashes to be worn by our Scholars students during the graduation ceremony. Now that we have more students than ever before receiving A.A. degrees (in large part due to our efforts noted in Section V. Part 1) we need to be represented at the ceremony in the same way the many other campus programs are, by having students wear a signature sash.

Part 2: List of Resources Needed

Itemize the specific resources you will to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives.

While this information will be reviewed and considered in institutional planning, this information does not supplant the need to request support or resources through established channels and processes.

Resource Category	Resources Description/Item	Rationale for Resource Need (Including Link to Objective)
Human Resources		
Facilities <i>(information inputted here will be provided to DPAC Facilitates)</i>	Space for trainings, meetings, etc.	
Equipment, Technology, Supplies <i>(information inputted here will be provided to TPC)</i>	Graduation sashes to be worn by students during the on campus ceremony	Enhance the visibility of Scholars students and help with marketing
Professional Development	Budget for professional development	Professional development could be more intentional and effective if we had the budget to connect our faculty to experts

VII. CHALLENGES:

(Optional) List significant challenges your program faced in the past year (optional)

We are in the midst of moving into the new Student Services Building which will be a huge change for all programs.

Number of Associate Degrees (by degree type - local vs. transfer

Scholars Only

Degree Type	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Baccalaureate of Science (B.S.) degree					
Associate Degree (all)	149	248	360	426	616
<i>Associate of Arts (A.A.) degree</i>	<i>133</i>	<i>217</i>	<i>282</i>	<i>351</i>	<i>512</i>
<i>Associate of Arts (A.A.) degree -Transfer</i>	<i>4</i>	<i>10</i>	<i>43</i>	<i>38</i>	<i>66</i>
<i>Associate of Science (A.S.) degree</i>	<i>7</i>	<i>8</i>	<i>18</i>	<i>11</i>	<i>13</i>
<i>Associate of Science (A.S.) degree- Transfer</i>	<i>5</i>	<i>13</i>	<i>17</i>	<i>26</i>	<i>25</i>
Certificate	309	301	289	280	476
Grand Total	458	549	649	706	1092

Degree Type	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Associate of Arts (A.A.) degree	137	227	325	389	578
Associate of Science (A.S.) degree	12	21	35	37	38
Baccalaureate of Science (B.S.) degree					
Certificate requiring 12 to fewer than 18 semester units (approved by Chancellor's Office)					
Certificate requiring 18 to fewer than 30 semester units					7
Certificate requiring 30 to fewer than 60 semester units	309	301	289	280	468
Certificate requiring 6 to fewer than 18 semester units (not approved by Chancellor's Office)					1
Grand Total	458	549	649	706	1092

Program	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Accounting		1	1	1	

ADN Curriculum			2	1	1
Anthropology					3
Art	1	1	1	1	1
Art History	1	1		2	1
Business	4	6	13	6	5
Business Administration	4	12	17	23	18
Communication Studies		8	20	7	15
Computer Programming					1
Computer Science					2
Cosmetology	1				
CSU General Education	11	13	15	15	16
Digital Media					1
Early Childhood Education		1			1
Early Childhood Studies					1
Economics				2	3
Entertainment Promotion/Marketing Production	4				
Entrepreneurship			1		
Environmental Science			1		
Environmental Studies	2				1
Fashion Design					1
Film Production			1	1	2
Film Studies	1	3	2	1	2
General Science	46	58	53	91	101
Global Studies					1
Graphic Design					1
History	3	1	6	6	5
Journalism					1
Journalism - Multimedia Storytelling	1			1	
Kinesiology			1		3
Kinesiology Physical Education		1			
Liberal Arts	1				
Liberal Arts: Arts & Humanities	12	21	72	57	113
Liberal Arts: Social & Behavioral Sciences	60	125	152	198	289
Management/Leadership		1	1		
Marketing	1				

Mathematics	1			3	6
Music		2	1		
Political Science			15	20	33
Public Policy	12	6	1	6	9
Recycling and Resource Management	1		1		
Respiratory Therapy			1		
Spanish				1	
Speech	2				
Staff Accountant					2
Studio Arts			1		2
Technical Theatre					1
Theatre	1	1			
Transfer Studies	287	287	270	262	448
Women's Studies	1				
(blank)				1	2
Grand Total	458	549	649	706	1092

Data pulled on 01/23/2019. Award is extracted from STA_MIS_SP table. Flag of Scholar students is based on IR_Special Program data table. An award received by a student flagged as Scholars student is

) earned by Scholars students over the last five years

SMC ALL (including Scholars)

Degree Type	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Baccalaureate of Science (B.S.) degree					13
Associate Degree (all)	1433	2222	3362	2636	3823
<i>Associate of Arts (A.A.) degree</i>	993	1573	2383	1670	2627
<i>Associate of Arts (A.A.) degree -Transfer</i>	26	111	247	316	459
<i>Associate of Science (A.S.) degree</i>	330	362	480	394	421
<i>Associate of Science (A.S.) degree- Transfer</i>	84	176	252	256	316
Certificate	1529	1515	1499	1560	2466
Grand Total	2962	3737	4861	4196	6302

Degree Type	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Associate of Arts (A.A.) degree	1019	1684	2630	1986	3086
Associate of Science (A.S.) degree	415	538	732	650	737
Baccalaureate of Science (B.S.) degree					13
Certificate requiring 12 to fewer than 18 semester units (approved by Chancellor's Office)					1
Certificate requiring 18 to fewer than 30 semester units					294
Certificate requiring 30 to fewer than 60 semester units	1528	1515	1499	1456	2094
Certificate requiring 6 to fewer than 18 semester units (not approved by Chancellor's Office)				104	77
Grand Total	2962	3737	4861	4196	6302

Program	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Accounting	24	25	32	27	29

ADN Curriculum	45	65	59	53	46
Animation	15	15	13	12	17
Anthropology				2	19
Art	23	15	30	24	24
Art History	8	4	7	10	7
Athletic Coaching	5	1	2	3	7
Broadcast Programming & Production	20	21	19	18	20
Broadcast Sales & Management	1		4	1	7
Business	85	89	171	90	96
Business Administration	77	156	222	216	239
Communication Studies		84	113	132	152
Computer Business Applications	2	7	15	14	6
Computer Programming	7	18	23	20	36
Computer Science	4	8	6	10	17
Cosmetology	24	6	25	28	26
CPA Track	9	4	14	11	24
CSU General Education	245	250	194	203	288
Dance	5	4	4	7	5
Database Applications Developer		1	1	2	2
Digital Media	8	5	3	6	5
Early Childhood Education	5	15	20	18	31
Early Childhood Education Master Teacher	1	2			
Early Childhood Intervention Teacher	3	4	2	5	3
Early Childhood Studies	52	56	64	72	71
Early Intervention Assistant	2	4	6	2	4
Economics				11	27
Entertainment Promotion/Marketing Production	56	1	7	8	9
Entrepreneurship	7	5	8	7	10
Environmental Science	2		1	1	1
Environmental Studies	8	6	6	12	11
Ethnic Studies			1	2	
Fashion Design	7	14	11	19	17
Fashion Merchandising	16	18	18	19	34
Film Production			10	24	27
Film Studies	23	34	43	38	25

General Office	2	1	2		3
General Science	236	331	339	324	375
Geography			3	3	2
Global Studies			3	5	7
Graphic Design	52	46	34	30	26
History	18	22	37	33	38
Infant/Toddler Teacher					3
Insurance Professional		1			
Interior Architectural Design	6	7	6	7	30
Interior Architectural Design Level 1	5	2	1		
International Business	2	6	3	2	3
Journalism			2	7	15
Journalism - Multimedia Storytelling	11	5	6	9	4
Kinesiology			8	13	28
Kinesiology Physical Education	6	8	11	7	
Legal Administrative Assistant		2	1	2	1
Liberal Arts	20	6	2	2	2
Liberal Arts: Arts & Humanities	146	302	709	359	720
Liberal Arts: Social & Behavioral Sciences	383	798	1180	848	1386
Logistics/Supply Chain Management	3	7	13	7	12
Management/Leadership	22	28	37	20	17
Marketing	6	8	10	5	20
Mathematics	2	5	10	21	41
Medical Administrative Assistant	1	5	8	6	6
Medical Coding & Billing Specialist	2	8	6	8	14
Music	11	16	13	6	10
Nutrition and Dietetics				1	5
Photography	27	18	28	21	25
Political Science			53	75	112
Psychology					8
Public Policy	98	43	36	49	86
Recycling and Resource Management	11	3	4	6	4
Recycling and Resource Mgmt	3	1	5	5	3
Respiratory Therapy	18	16	14	16	3
Sales and Promotion	9	19	12	14	16

Solar Photovoltaic and Energy Efficiency	5	2	2	5	3
Solar Photovoltaic Installation	4	2	3	6	1
Spanish			1	1	6
Speech	22				
Staff Accountant	10	23	37	14	113
Studio Arts			12	19	33
Technical Theatre		6	8	11	16
Theatre	17	15	13	18	14
Theatre Arts		1	11	10	12
Transfer Studies	993	1016	1004	954	1619
Web Programmer	1	6	6	5	6
Website Software Specialist	6	5	6	3	4
Women's Studies	4	3	1		
(blank)	11	7	7	112	108
Grand Total	2962	3737	4861	4196	6302

counted as scholars' award. Count is based on the number of awards received. Yosief Yihunie

Report for Scholars Transfer Student Survey

Response Counts

Completion Rate:

72.9%



Complete



121

Partial



42

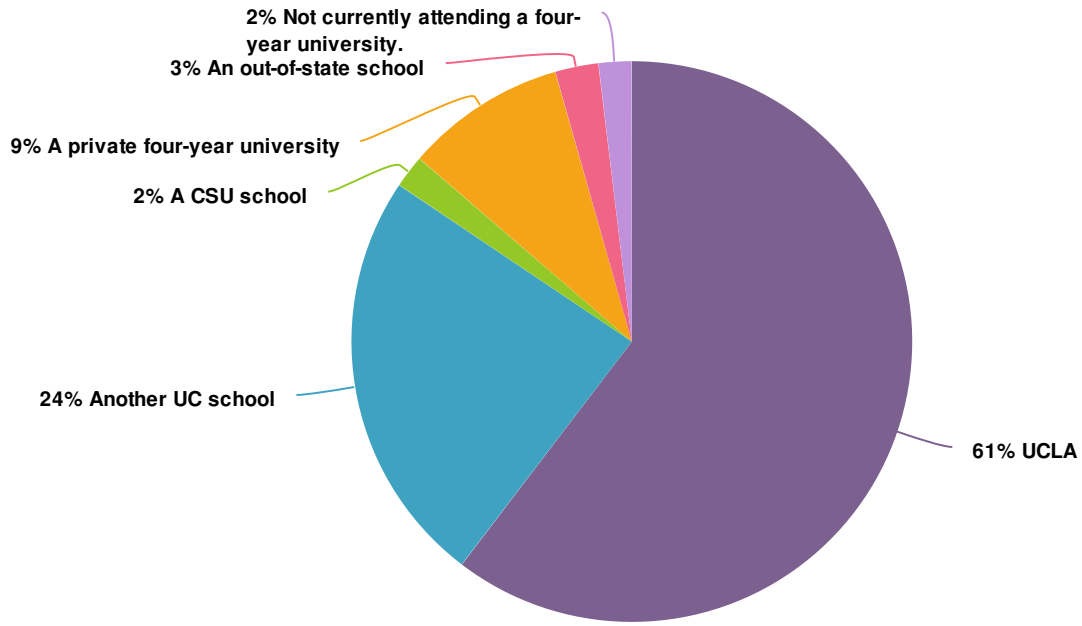
Disqualified



3

Totals: 166

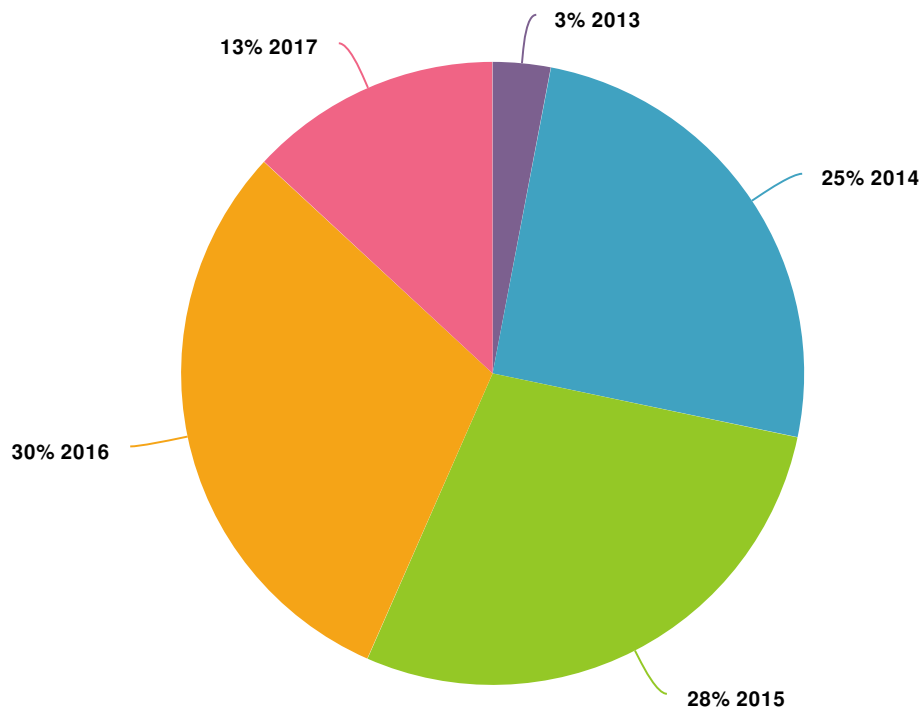
1. What university are you currently attending?



Value	Percent	Responses
UCLA	60.5%	98
Another UC school	24.1%	39
A CSU school	1.9%	3
A private four-year university	9.3%	15
An out-of-state school	2.5%	4
Not currently attending a four-year university.	1.9%	3

Totals: 162

2. What was your most recent year as an SMC student?

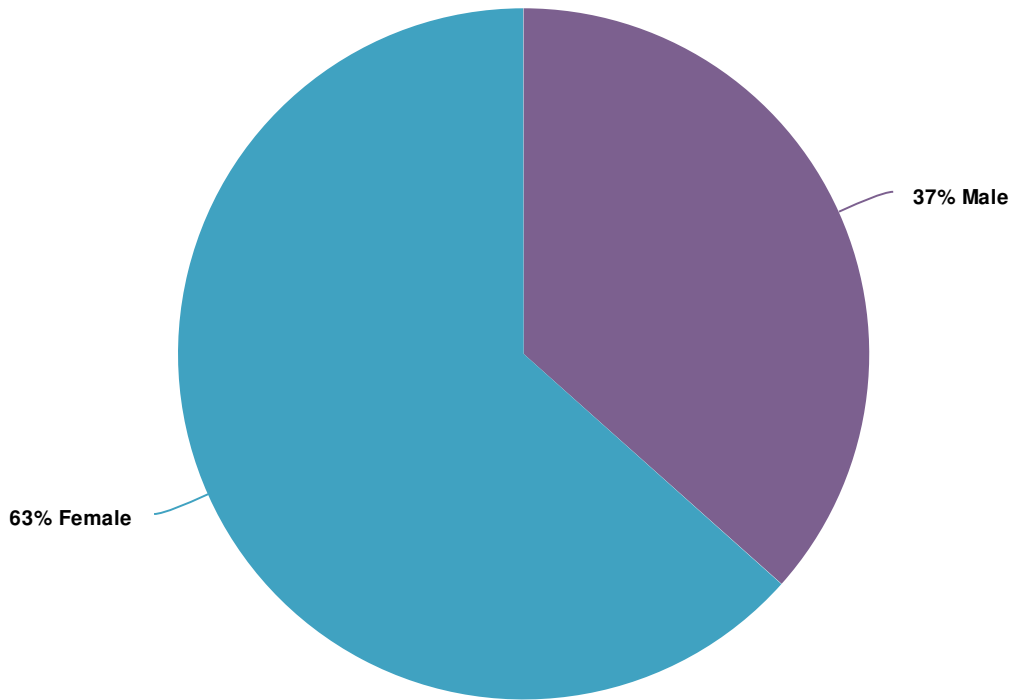




Value	Percent	Responses
2013	3.0%	3
2014	25.3%	25
2015	28.3%	28
2016	30.3%	30
2017	13.1%	13

Totals: 99

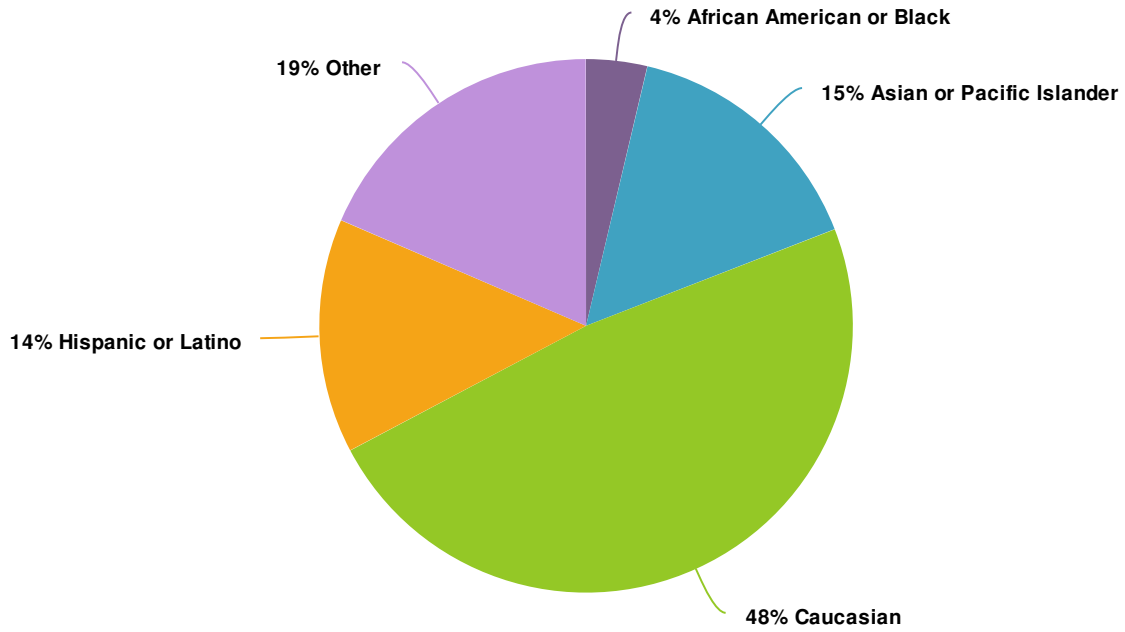
Other - Write In (Required)	Count
Totals	0

3. What is your gender?



Value		Percent	Responses
Male		36.6%	59
Female		63.4%	102
			Totals: 161

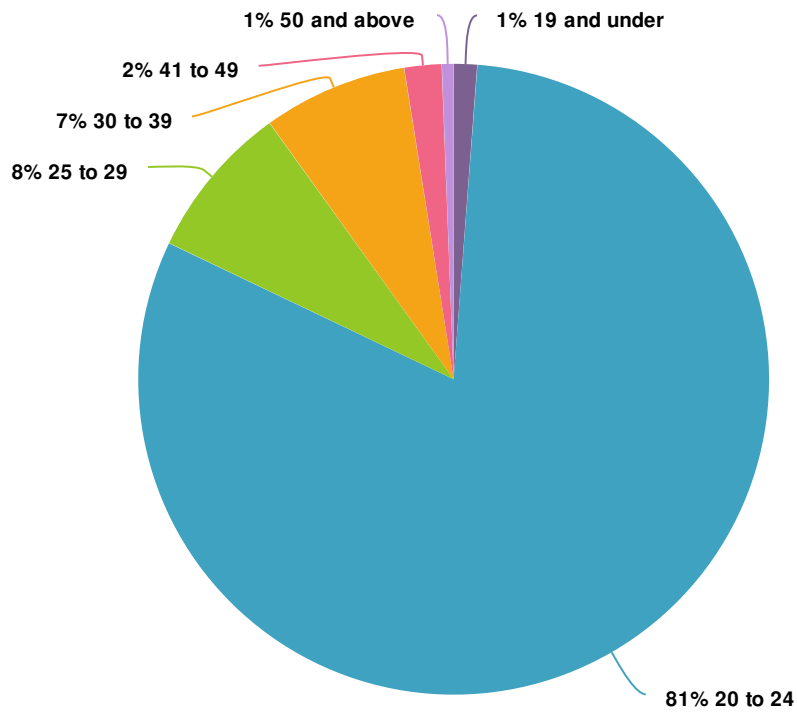
4. Which of the following is the race/ethnicity that most closely describes you?



Value	Percent	Responses
African American or Black	3.7%	6
Asian or Pacific Islander	15.4%	25
Caucasian	48.1%	78
Hispanic or Latino	14.2%	23
Other	18.5%	30

Totals: 162

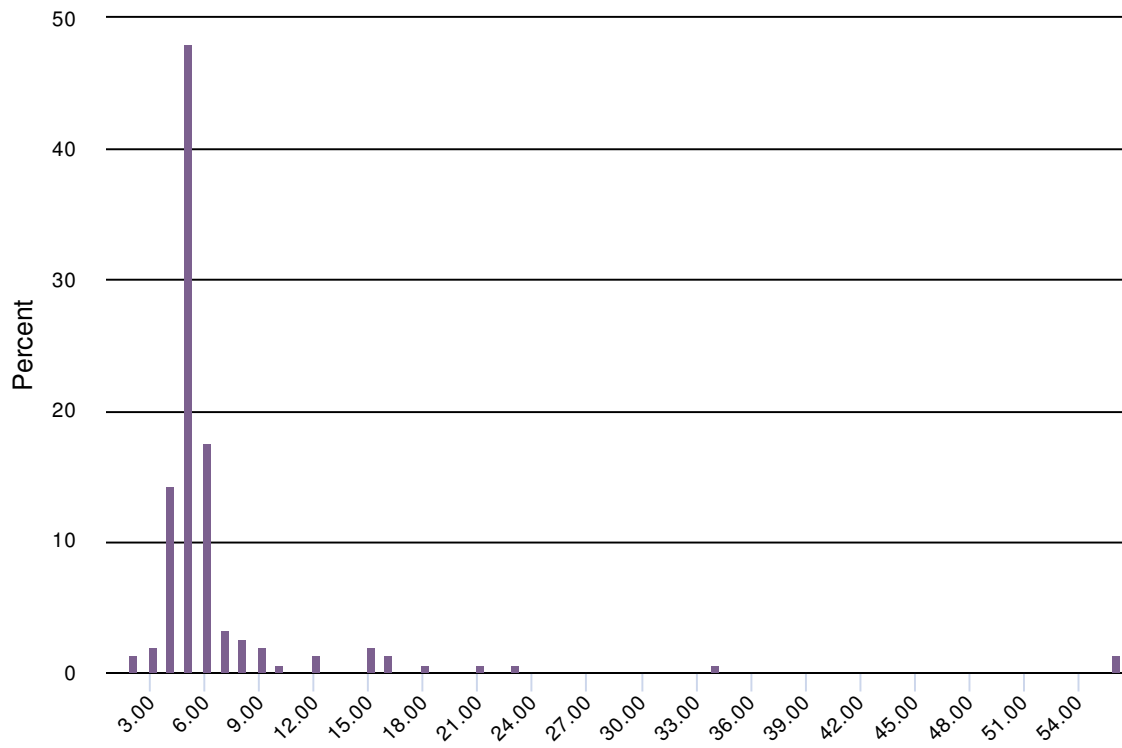
5. What is your age group?



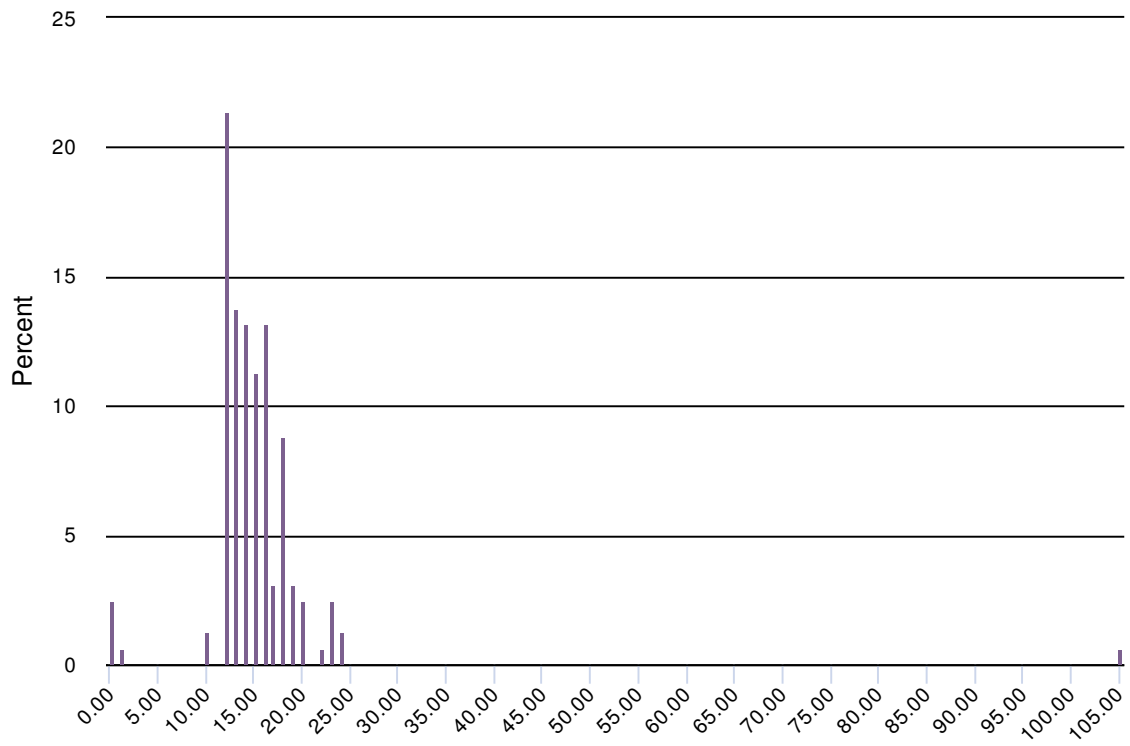
Value	Percent	Responses
19 and under	1.2%	2
20 to 24	80.9%	131
25 to 29	8.0%	13
30 to 39	7.4%	12
41 to 49	1.9%	3
50 and above	0.6%	1

Totals: 162

6. How many scholars-designated classes at SMC did you enroll in?



7. How many units at your four-year university are you currently enrolled in?



8. What is your declared major?



ResponseID	Response
7	Computer Science
8	anthropology
9	Economics
10	Public Policy and Development--Real Estate Development
11	Psychology
12	Psychology
13	Psychology
14	Psychology
15	political science
16	History
17	History
18	Media Studies
19	Geography
20	American literature and culture

ResponseID	Response
21	Communication Studies
22	Development Studies
23	Business
24	Media Studies/Mass Media Communications
25	Geography/ Environmental Studies
26	Chicana and Chicano Studies
27	Linguistics and Spanish
28	sociology
29	Linguistics
30	Linguistics
31	Political Science
32	Development Studies with Energy and Resource Minor
33	sociology
34	Political Science
35	Geography/Environmental Studies
36	psychology
37	History
38	Psychology
39	classics
40	French
41	American Literature and Culture
42	Geography/Environmental Studies
43	Political Science
44	Linguistics

ResponseID	Response
45	Human Biology Health and society
46	Psychobiology
47	History
48	Communication
49	Political science
50	Society & Environment and Media Studies
51	psychology
52	English
53	English
54	Psychology
55	Art History
56	Political Economy
57	Psychology
58	Business Economics
59	History
60	Psychology
61	Economics
62	Sociology
63	political science
64	psych
65	anthropology
66	Psychology
67	anthropology
68	pre-sociology

ResponseID	Response
69	MCDB
71	Pre-Business Economics
72	Physiological science
73	Psychology
74	Psychology
75	Psych
76	Psychology
77	Public Relations
78	Psychology
79	Geography/environmental studies
80	Environmental Economics and Policy
81	History
82	Development Studies
83	Spanish Community and Culture
84	English
85	Sociology
86	Liberal Arts - Social and Behavioral Sciences
87	Jewish Studies
88	Business
89	Psychology
90	Sociology
91	History
92	Anthropology
93	Economics

ResponseID	Response
94	Psychology
95	Gender Studies and Chicana and Chicano Studies
96	Physiological Science & Gender Studies minor
97	Sociology
98	Ecology and Evolutionary Biology
99	Philosophy
100	Anthropology
101	Biochemistry
102	History
103	Global Studies
104	Russian Language and Literature
105	History
106	Economics
107	Psychobiology
108	Physiological science
109	Gender studies, public affairs
110	Environmental Economics and Policy
111	Chemistry
112	Psychology
113	Gender Studies
114	Physiological Science
115	linguistics
116	English
117	Biology

ResponseID	Response
118	Sociology
119	Rhetoric
120	Psychology
121	English
122	Environmental Science
123	Psychology
124	TDPS
125	Political Science
126	Environmental economics
127	Applied Mathematics
128	Graphic Design
129	Anthropology
130	Math
131	Global Studies
132	Neurobiology
133	Political Science
134	Cognitive Behavioral Neuroscience
135	Political Economy
136	Sociology
137	Psychology
138	History
139	Sociology
140	psychology
141	Political Economy

ResponseID	Response
142	Biochemistry
143	Communication studies
144	Media Studies
145	Computer Science
146	Business Economics
147	Anthropology
148	International studies and business economics
149	Political Science
150	economics
151	Psychobiology
152	History
153	Political Science
154	Anthropology BS
155	Sociology
156	English
157	Peace and Conflict Studies
158	BA Anthology
159	Neuroscience
160	English
161	English
162	Philosophy
163	Psychology
164	history
165	Economics

ResponseID	Response
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166

English

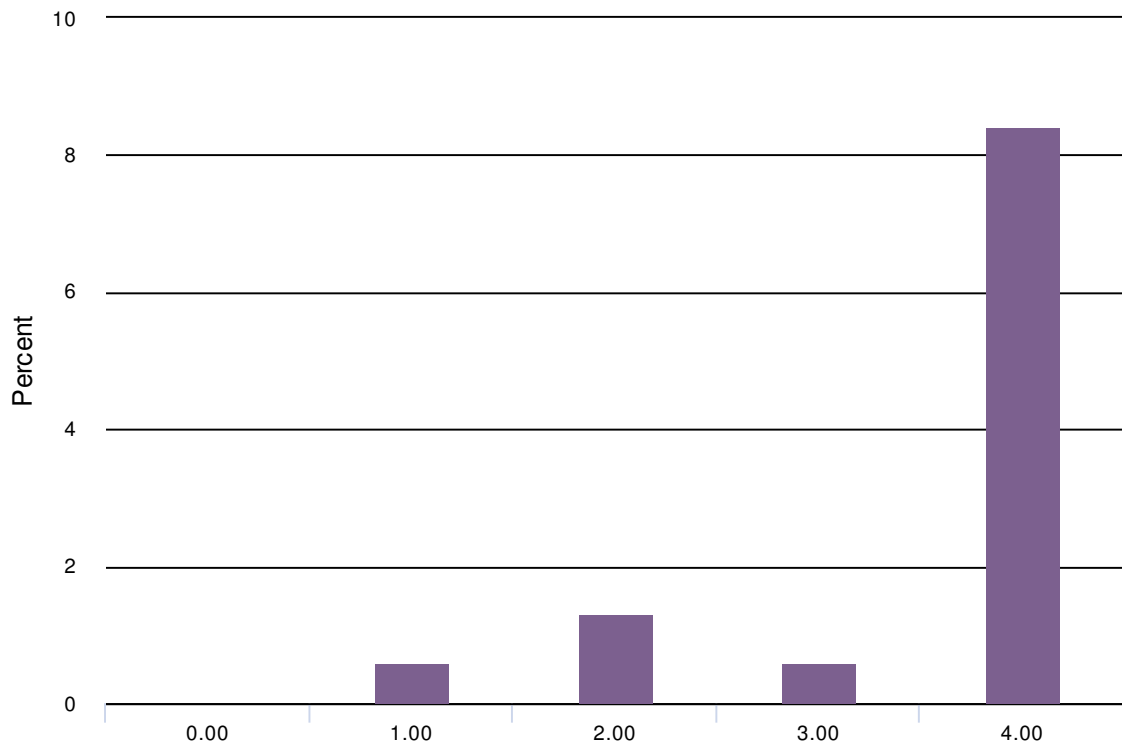
167

Psychology

168

Film and TV Production

9. What is your current four-year university GPA?



10. Please rate the extent to which the following statements are true of you (please check only one answer per row):

	Very true of me	True of me	Somewhat true of me	Somewhat untrue of me	Untrue of me	Very untrue of me	Responses
My ability to read, comprehend and interpret university level texts and instructions is at the same level as high caliber university students. Count Row %	76 55.9%	39 28.7%	15 11.0%	1 0.7%	4 2.9%	1 0.7%	136
My ability to process information and to formulate new ideas based upon new and unfamiliar information is at the same level as high caliber university students. Count Row %	75 55.1%	36 26.5%	18 13.2%	2 1.5%	3 2.2%	2 1.5%	136
My ability to communicate information effectively, both in writing and verbally, is at the same level as high caliber university students. Count Row %	72 53.7%	37 27.6%	17 12.7%	3 2.2%	4 3.0%	1 0.7%	134

	Very true of me	True of me	Somewhat true of me	Somewhat untrue of me	Untrue of me	Very untrue of me	Responses
My ability to conduct research using a variety of resources, including scholarly journals, books, web sites, and original data, is at the same level as high caliber university students. Count Row %	67 49.6%	41 30.4%	18 13.3%	1 0.7%	6 4.4%	2 1.5%	135
My ability to synthesize research into a clear, properly documented paper is at the same level as high caliber university students. Count Row %	66 48.5%	42 30.9%	17 12.5%	7 5.1%	3 2.2%	1 0.7%	136
My ability to seek out appropriate advising services is at the same level as high caliber university students. Count Row %	76 55.9%	37 27.2%	13 9.6%	4 2.9%	3 2.2%	3 2.2%	136
Totals Total Responses							136

11. Rate how your participation in the Scholars program and your work in your Scholars classes influenced the following:

	Extremely influential	Very influential	Somewhat influential	Slightly influential	Not at all influential	Responses
My ability to read, comprehend and interpret university level texts and instructions. Count Row %	33 25.6%	47 36.4%	37 28.7%	5 3.9%	7 5.4%	129
My ability to process information and to formulate new ideas based upon new and unfamiliar information. Count Row %	34 26.4%	48 37.2%	33 25.6%	8 6.2%	6 4.7%	129
My ability to communicate information effectively, both in writing and verbally. Count Row %	29 22.5%	58 45.0%	29 22.5%	6 4.7%	7 5.4%	129

	Extremely influential	Very influential	Somewhat influential	Slightly influential	Not at all influential	Responses
My ability to conduct research using a variety of resources, including scholarly journals, books, web sites, and original data. Count Row %	28 22.0%	45 35.4%	30 23.6%	12 9.4%	12 9.4%	127
My ability to synthesize research into a clear, properly documented paper. Count Row %	30 23.4%	46 35.9%	34 26.6%	10 7.8%	8 6.3%	128
My ability to seek out appropriate advising services. Count Row %	45 35.2%	41 32.0%	24 18.8%	10 7.8%	8 6.3%	128
Totals Total Responses						129

12. What did you learn in your Scholars Program courses that has helped you most as a student at your four-year university?



ResponseID Response

8 I learned that persistence and consistency on my part are the only routes to maximizing my personal educational experience.

10 The difficulty in classes helped make the adjustment to a 4 year university less harsh and I was able to complete work in these classes at an adequate level right after leaving the scholars program.

13 Time management and how to keep up with reading assignments.

15 i dropped out of high school, smc led the way.

18 Having professors who also teach at four-year universities really helped me to prepare to transfer. They introduced new and foreign ideas that was engaging and interesting, which furthermore helped me to read texts and write papers. Also, I really appreciated how much the Scholars Program counselors helped me throughout my two years at SMC, especially during application season. They helped my paper to be coherent and lucid.

19 how to sift through bureaucrat academic loop holes that allow you to excel in public school settings.

23 Critical thinking

25 Reading the text multiple times is crucial.

ResponseID Response

26	The Scholar course are the same as any other course. The main difference is more writing and reading. UCLA requires time management as a result of the workload. Therefore, the scholar courses helped in this area.
27	Critical analysis skills.
29	How to prioritize?
31	How to be a more organized and driven student. I learned how to be self-motivated.
34	That I am capable of getting into an accredited 4 year institution with the help of the scholars program.
35	It was good to take scholars classes and be treated as an adult who could do high caliber research and written work. It was good to be at this level before doing UCLA honors classes.
37	I really learned how to synthesize information and effectively communicate, through writing or verbal presentations, my ideas and explanations. The workload is quite similar, so I didn't have trouble acclimating to UCLA workload. I also found that my SMC Scholars and UCLA courses did not differ greatly in difficulty, I feel quite prepared.
38	To think on my own, and to not be afraid to have my own thoughts and ideas.
39	Writing skills
40	I learned that practice makes perfect and nothing that you're taught should never be taken or granted.
41	Through my Scholars Program courses I've learned how to effectively engage in class, conduct efficient study habits, and think critically.
42	To really enjoy and appreciate the knowledge you learn, not just strive for an A.
43	The Scholars Program was a god send. I'm currently enrolled at UC Berkeley. The main difference is that Berkeley is a lot more work, not necessarily more difficult, than the Scholars Program. Most importantly, the scholars program gave me confidence in my ability to succeed in Berkeley. The challenging nature of the scholars program particularly prepared me for the reading comprehension aspect of my major. My major is Political Science. I must mention Prof. Oifer from SMC; his class surpassed my expectation, and readily prepared me for UC Berkeley. Please tell him what a great job he's done....I hope he still works at SMC, and has full tenure...he's on the caliber of Berkeley political science professors.
44	How to believe in myself.
45	Nothing

ResponseID Response

47	N/A
50	less academic more counseling. Scholars helped me with administrative issues, coordinate schedule, provided a faculty community who i could look up to and go to for advice and reassurment.
51	Did not helped at all.
52	The desire to learn more.
57	The value of smaller classes
58	Professor Arieff was the first professor who taught me that big words were not necessary in essays. Clear and concise writing goes a long way, and trying to sound smart by overusing gigantic words only confuses your reader. I believe that her class aided me the most in my UCLA career.
59	I learned how to intimately grapple with texts, which is the most important thing for me here at Berkeley.
60	Nothing. The scholars classes were much easier than all of the classes I am taking now.
63	the classes were a bit harder than regular classes so it helped prepared me for the difficulty once I got to UCLA.
65	I learned how to plan my academic career, as well as how to succeed in a class.
69	I can always learn outside class through reading and experience. I am in charge of my education. Teachers and staff are there to guide and provide information.
71	Critical thinking
72	How to better handle difficult courses.
73	mywriting skills has improved tremendously. I was able to learn and take home different resources.
75	Analysid and critical thinking, time management and studying 1 week before exans
76	The papers that are required in each scholars class were extremely helpful. I have written about a dozen papers since I've transferred. Excellent preparation!
78	The ability to write a solid essay and how to perform well on timed, in-class essays.
79	Everything. Learned more from SMC than UCLA in most cases.
80	Importance of writing well

ResponseID Response

81	How to be in the same room with smart people and stay successful
85	Nothing really
92	Time management
93	Diligence
94	I felt very prepared for UCLA having completed the Scholars Program. The extra writing requirements, smaller classes and the inspiration of motivated peers all helped. The writing component was probably the most influential.
96	Hard work is key. And success and motivation comes with having hard-working peers. As much as you learn from teachers, you also learn from your peers.
98	To conduct research
99	How to be a better writer. This is critical in a major like mine, philosophy, which is as demanding in its writing standards as English, if not more.
102	Nothing
103	The professors were amazing and helped me hone my academic skills to a high level. The reading and writing courses prepared me well for courses as UCLA.
106	Thinking outside the box.
109	The intimate classroom environment and the extra load of work the professors gave us. I appreciated the higher expectation in the classes.
110	Ability to analyze difficult documents.
111	Resilience & hard work pays off.
121	How to read and write well, as well as how to do research. It's so important in every class.
122	how to think critically about the world. I especially credit Professor Rabach's IPE class with changing my perspective on global politics.
124	How to push past my limits and seek crucial resources on campus. Never being afraid to seek help but at the same time developing an independent mind that doesn't base their standards of success based on the students around them (which can be low in non-scholars classes)
125	Got me to UCLA.

ResponseID Response

129	The level of critical thinking and workload that was demanded of me prepared me very well for the university level.
132	I have no basis for comparison between scholars and non-scholars versions of the same courses and as such cannot draw any conclusions
137	I loved the challenge Scholars Program gave me during my stay at SMC. It prepared me for the vigorous coursework I am taking now and UCLA.
142	Write essays well
144	I learned how to think about topics critically, find necessary information, and write about it in an efficient way.
147	My scholars program professors were all wonderful, and in particular the classes prepared me for the various research papers I have to read and analyze now.
148	Time management
149	Basic foundational knowledge in general education courses; improved study routines and habits; some phenomenal professors who were informative and inspirational.
154	Planning planning planning! Since there was a lot of readings, homework etc in each Scholars Program course, it required me as a student to create a plan laid out at least 5 weeks in advance.
155	How to deal with challenging courses with higher expectations.
156	It set the bar high enough to prep us for higher difficulties
158	My scholars courses really prepared me for my four- year because the classes were challenging and taught you how to research and handle a college course load
159	Developing critical thinking and seeking out information when I need them. Allowing us to share ideas with classmates gave me an opportunity to build confidence even though the class sizes are much bigger
160	Time management as well as how to effectively analyze literature and texts. Note taking and test taking and essay writing was also extremely influential
162	My scholars Women's Studies opened me up to a new way of thinking about oppression that I was ignorant to.
164	Seek help. Establish relationship with teachers and especially ta's
165	How to take care of myself in terms of study preparation. The lack of hand-holding is something that is beneficial for growth.

ResponseID Response

167 Improved my writing skills (mainly English 2).

168 The curriculum and student expectations in my Scholars Program reflected those of my four-year university.

13. What recommendations for improving the Scholars Program do you have?



ResponseID Response

8	At the university level, students need to be able to read and comprehend scholarly articles and to unpack the arguments they contain, regardless of their density. Maybe it would help if honors classes relied not on textbooks, but on actual research that has contributed to the discipline so that students could get used to this way of learning.
10	I would like to see the classes focus on research slightly more. Requiring (or showing) student how to research academic journals for source material would likely prepare them for a 4 year university more adequately.
13	No major recommendations--the program got me exactly where i want to be.
15	its great. keep it up.
19	UCLA is fine for any student willing to work hard, allow interviews for students trying to get into the program not just requirements
23	Emphasis on critical thinking
25	SMC's Scholars Program is very different from a university experience but it was still beneficial and helpful to be a part of it.

ResponseID Response

- 26 I am thankful for being a part of the Scholars Program. As a result, I am currently in College Honors at UCLA. However, I do not think it was the courses that I took that got me where I am. It was the one to one counselors and workshops that the program provided us. The students at SMC are lost, I know because I was one of them. The program allows counselors to focus on a small group of students and guide them. This is all they need. They need someone to take the time to guide them and let them know that there is a future for them. Not just give them a list of the general education and major classes that they need and send them out of the office. I believe that this is the reason that this program works.
- 29 Make it more exciting?
- 31 Providing even more options for scholars classes would be a nice improvement
- 35 I am really glad I was in the scholars program. EXCEPT it was drummed into me I could only transfer with 90 quarter units - the SMC counsellor who worked out a schedule with me was adamant about this. So I transferred with 91.5 units. Actually I could have transferred with 105 units, so now I am having to take more classes when I could have done them at SMC with way less pressure. This was a real oversight by a counselor I had no reason not to believe?!!!
- 37 I did have to learn how to do in depth research and use outside resources like the library after transferring, which wasn't necessary to do in most of my SMC classes.
- 38 Change the method for drop-in counseling. The current method is too hectic and leaves many questions unanswered.
- 39 students should be required to speak and share some of their work with the class.
- 40 Having classes that work at the pace of a quarter system instead of semester system to make the transition for Transfer students a lit bit easier.
- 41 I think the Scholars Program is such a grand opportunity that SMC provides to its students. The program is very effective and I fully support the system in which it conducts itself.
- 42 At SMC we had several grades that made up our final grade. At UCLA you have at most 3 parts to make up your grade, a midterm, final and project/paper. Usually it's just two. Also, let people know that when they transfer upper division is much more focused and concentrated on one topic rather than broad lower division.

ResponseID Response

43 I recommend coaching in securing internships and other related means to obtaining a job after college. Coming into Berkeley, I had no idea I was supposed to be involved in Internships and School organizations in order to 'stand out'. this would be my one critical point on SMC (and the horrible parking, but I know it's not SMC's fault, its the residences!) Yea, most importantly, SMC should instruct students on joining school organizations and especially INTERNSHIPS! These are essential in getting a good job after college, and if this information existed at SMC, it certainly wasn't accessible or readily available, as I had no idea I should have been engaging in them in SMC or UC Berkeley.

45 Do more!

47 N/A

50 Prep more for academics! I am currently at UC Berkeley, I have taken multiple humanity classes and wish I was more prepared for papers. Increase page length, increase standards for outside research, and replace fluff and vagueness with original thesis and evidence.

51 having a good and caring advisor is the most important part of succeeding in higher level of education. The advisors of the program were very helpful but it was really really hard to get an appointment with them.

52 Adding more classes?

57 Offer more rigorous courses

58 I love the Scholars counselors, they are so helpful! I feel that the Scholars Program should advocate and promote the joining of clubs and student groups. My time at SMC, although great, was not filled with many extracurricular activities because I was not aware of the variety of organizations we had.

59 I think the classes should be more intensive as far as research is concerned.

60 I think you should add a course on how to write scientific and nonscientific research reports. Or how understand research articles/journals.

62 Assign more readings so students don't feel overwhelmed when they transfer to a four-year school.

63 I think the scholars program should help out more students other than one's applying to UC's. I think they should also be more involved with USC and help students out there.

65 More variety of classes, more room for students, and a 3.25 GPA requirement to enter the program.

ResponseID Response

71	Not all the professors care. Make sure that scholars professors are good at what they do and encourage and motivate students, and not that they just click through their slides and get out of there as quickly as possible.
72	None
73	Nothing
75	More classes in impacted majors even though you can take any class. I think it would have been more beneficial to take a majority psych scholars classes to expose me to more rigorous and other areas of psych
76	Maybe to add a required class that teaches students how to write great papers.
78	Better counseling services.
79	Just more research focus instead of citing textbooks, although the textbooks were good.
81	The program was perfect for me.
85	Make it more difficult to get in.
93	Be on top of your schedule
94	Nothing. I think it was great.
96	More scholars classes.
98	none.
99	More Scholars classes would've been nice.
102	Keep it as it is
103	The counseling department wasn't as informative as I'd like. I had to find out a lot of things for myself online. It would have been more helpful if the Program send out email reminders for important dates and deadline. The first time I applied to transfer I was scholar's certified - though I qualified - because I thought certification was automatic. Unfortunately, I didn't know that you needed to turn in documentation. The second time around I read more online about it and figured it out.
106	offer more scholar classes
109	I would love more scholars courses available, I enjoyed my scholars classes the most!
110	Provide more options for classes.

ResponseID Response

111	None
117	<p>For students who follow a traditional route, the Scholars program is very useful. That is, for students with consistent full time enrollment, spanning no longer than 2-3 years. If you are a nontraditional student who works, and or supports a family concurrent with their enrollment, which requires them to stay (in some cases) much longer than 2-3 years, the Scholars program and its administrators can be condescending, unforgiving, and completely dismissive of the circumstances that influence nontraditional enrollment. At the very least they become unhelpful. In extreme circumstances they become hostile to nontraditional students that they falsely perceive as unworthy of the program, in spite of having fulfilled each and every requirement set forth for membership. I suggest that all affiliated program staff and administrators make a long and consistent effort to be more sensitive to the needs of otherwise normal students going through abnormal circumstances.</p>
121	<p>I think that more challenging classes would be necessary to make them more on the same level as a 4-year university.</p>
122	<p>I would have loved to see more STEM classes in the roster. I also think more training in writing science papers would be helpful.</p>
124	<p>Nothing really. I think I got the most out of it. The counselors were, across the board, great and helpful. The classes had teachers that all want to help us succeed. Some of the professors are up to par or even better than teachers I have now at my university. I am trying to think of something to nitpick for the sake of answering the question but I truly cannot find one. I feel indebted to the scholars program for pushing me toward success. Thank you all for your hard work. You didn't require for us to pay any extra fees, all you were looking for were students that are high achievers that deserve to fulfill their potential and you gave us that. I want to thank my friends who showed me this program because without them I would have never found out about this program. Maybe the lack of popularity is what allowed me to get into the program. In that respect, making this program have a stronger voice so that other high achieving students can access this program is the one improvement that I think the scholars program can work on because I have met many high achieving students that felt disappointed that they didn't get into the program before certain deadlines simply because they didn't know about it.</p>
125	<p>More research focus and heavier reading loads need to be implemented</p>
128	<p>More helpful counseling: which classes will be transferrable to both UCs and private universities, how alternate majors can increase chances of getting in, etc.</p>
129	<p>None. It was an amazing program and I doubt I'd be at UCLA without it.</p>
132	<p>None, functions as intended.</p>
137	<p>I would recommend to add emphasis on research, in general, especially for Scholars who plan to transfer to UCs</p>

ResponseID Response

142 None , it's good

144 I think all Scholars classes should have an oral-communication component to class activities. Oral communication skills is very important and integral to many aspects of university life, not just in the classroom, but in campus activities and job hunting.

147 My time with the scholars program was pretty flawless, I received acceptance (with in some cases offers of Regents scholarship) to every UC I applied to - including UCLA and Berkeley. My only suggestion might be to integrate STEM more because I wish I had taken more science classes at SMC -- I just wasn't really aware there was that option, I was just so focused on completing the basic IGETC requirements that I didn't really pause to think about what additional classes I might want to take. Overall though my experience with the scholars program could not have been more positive, and Theresa and Denise in particular were extremely supportive and helpful. Thank you!

148 Offer more scholar classes geared towards different majors

149 Program administrators need to make sure Professors are not biased in their teaching methodologies and advised to teach using the Socratic method that encourages and enhances students' critical thinking abilities especially when Students have differing political viewpoints. Professors should allow and encourage freedom of speech and thought without reprisals on students grades based on those viewpoints and grade based on merit and ability to respond to and complete the project assigned. Increasing the academic bar in admitting the best and brightest in the program to create peer pools that foster excellence and encourages critical and independent rather mediocre group thinking. Request confidential student feedback on assessment of professors that create dependable metrics to ensure teaching methods are sound, practical and fair and promotes learning and knowledge of subject consistent with goals of the program

154 From what I remember, the Scholars Program did not have STEM classes to the same degree as other classes. I think it would be beneficial to look into. I understand that there are some colleges/departments that do not care about Scholar courses, but with that said, it leaves out a lot of STEM departments that would gladly take Scholars courses for the prospective students major (at least at my current school). Other than that, the Program has helped many people including myself reach our dreams. Thank you :D

155 More diversity (more teachers of color) and more diverse courses offered.

156 none whatsoever

158 Offer more classes in various fields

159 I would say the scholars program has excellent counselors but it was a bit of a huddle to schedule appointments. I would suggest improving accessibility

160 I have nothing to critique. The support was amazing and I ended up transferring to Columbia University which I wouldn't have been able to do without the help of my professor's letters of recommendation as well as support from the counselors

ResponseID Response

162 At UCLA, my course readings are comprised primarily of primary texts. However, even my scholars classes at SMC relied almost entirely on secondary sources and textbook summaries of the texts discussed. If students are going to be prepared to succeed after transferring, they have to engage with difficult primary texts prior to transferring. I had to seek that out in my own studies and through enrolling in independent studies.

164 its great

165 More career preparation. I feel the program focuses entirely on preparing members for academic success.

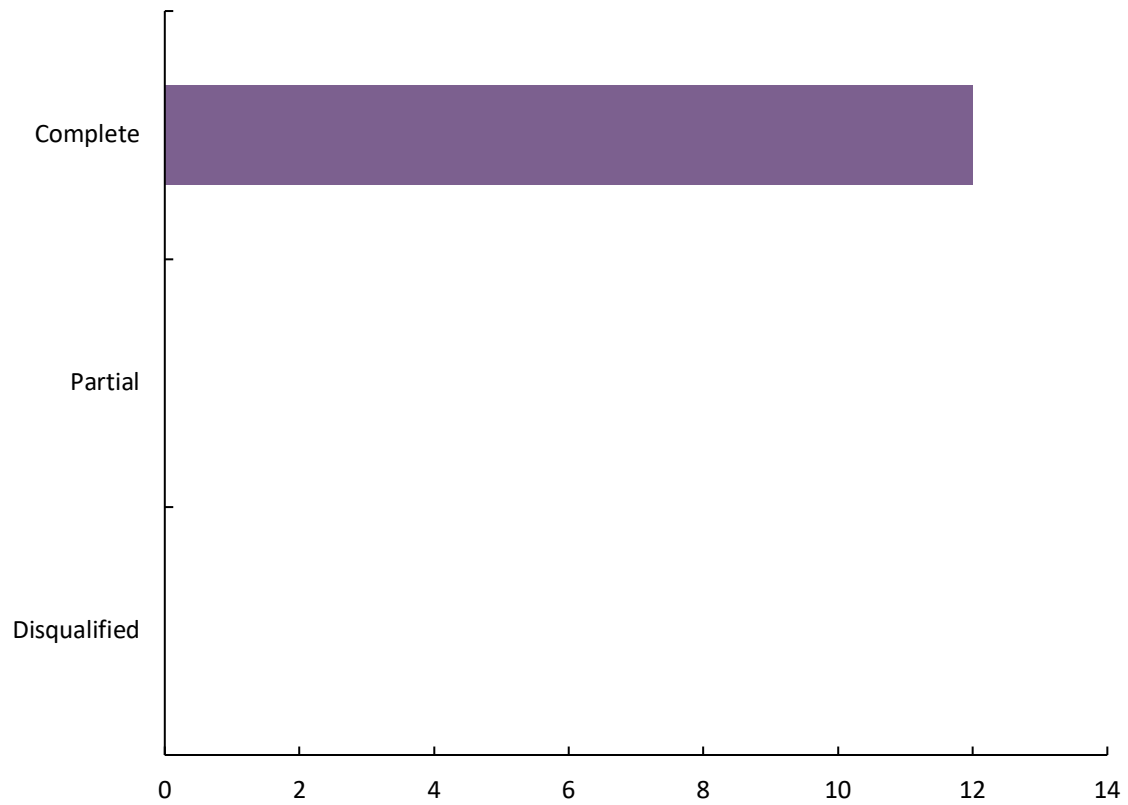
167 Hold more UCLA-specific workshops that are more publicized. For example, I took Women's Studies 10 (scholars) at SMC, which ended up fulfilling a diversity requirement at UCLA. I took this class by chance, and I'm sure not many did the same, so they were forced to take another class at UCLA.

168 N/A

Report for Scholars Faculty Survey

Scholars Faculty Survey

Response Statistics



	Count	Percent
Complete	12	100
Partial	0	0
Disqualified	0	0
Totals	12	

1. What would you like to have included in your Scholars Program faculty orientation?

ResponseID	Response
2	A discussion of how to move Scholars students beyond a desire for grades. They have a hard time looking beyond their goal of transfer. This often interferes with their development of the core skills needed once they transfer.
3	A summary of expectations for scholar courses, as well as more information about the students in the Scholars program - what majors they are in, where they want to transfer, to get a better idea of what they are expecting from their scholars courses.
4	Any info that is valuable for our students to succeed in the program and in their transfer
5	You will know that this is from a particular faculty member by this answer probably ha ha BUT it would be great to see how to include some equity training in the faculty orientation. How to make the class more inclusive and how to ensure that the students of color are feeling welcomed into the classroom setting.
6	Some discussion/ideas of how we, as a cohort, can generate meaningful participation in the Canvas homeroom, how it might foster idea-sharing, collection of best practices, etc. I'm also curious about how the Scholars Program markets itself to incoming students - as so few of my students not already in the program have any idea it exists.

7	Examples of how other professors change their courses to make it fit with the Scholars Program.
9	Examples of ways in which faculty have adapted courses to make them Scholars appropriate; guidelines regarding allowing non-Scholars students in your sections; overview of Scholars Program
10	The goals and established objectives, policies of the program that are given students overall, and any established policies for instructors that apply to all or our classes.
11	Discussion on why certain students are being admitted into the program who are not at scholars level (at least what I believe that level to be).
12	examples of class curriculum especially specific to the scholar program

2.How can the Scholars Program help facilitate your teaching of Scholars courses?

ResponseID	Response
2	Professional Development opportunities concerning dealing with overly-motivated students.
3	Regular updates from the program, maybe including demos of ideas for Scholars classes.
4	By helping us understand the needs of scholars students
5	N/A
6	Examples of how others teaching my same subject matter have made Scholars/TAP expectations and criteria manifest in their course designs (something already begun in the Homeroom, I noticed)
7	Learn more about the expectations of the program and the Scholars courses.
8	Explaining what is the purpose of the program and what are the expectations of the instructors.
10	Give me a sense of the overall program. Which disciplines are included in the program? What overall goals does the program have besides helping students with their transfer prospects?
11	see #1

12

Sharing the class materials with other scholar programs details and updates about scholar program and their outcomes

3. Would you like to have a means of communicating with other Scholars Program faculty members? Do you have a preferred method of communication?

ResponseID	Response
2	I like the idea of meeting all together at least twice a year.
3	Yes! Either by email or with a collaboration/chat feature on the Canvas page.
4	Email is best
5	N/A
6	Yes I would. Online seems the most realistic way to communicate, given people's schedules.
7	Right now I don't really see myself needing to contact other Scholars faculty members, but if so then email would be best.
8	Email works
9	Yes.
10	email
11	Not necessarily. Not sure if I would alter my approach based on what other colleagues are doing--nor they theirs based on what I'm doing.
12	Canvas, meetings, and occasional news later

4. What have you done to make your class a Scholars class? How are your Scholars sections unique and/or different from your regular sections?

ResponseID	Response
2	All my sections focus heavily on writing and the development of critical thinking. Because Scholars sections have only 25 students, we are able to more carefully and fully focus on analytical thought and writing.
3	Harder exams, more papers, more in depth coverage of the material and critical analysis.
4	Greater writing component, more critical thinking, and a semester long research project
5	N/A
6	There is additional reading/writing. The focus and pace are more rigorous
7	For each section of the class (Psych 1) they are required to independently read a primary source scientific article about research in the content area we are covering. I usually offer two articles to choose from. They are then given essay questions to write about that article as part of the test for that section of the class. Aside from assessment, I require more classroom participation and involvement for each student.
8	I have incorporated a scholar's project. This consists of additional problems, worksheets, class presentations or art projects. I don't do a scholar's project in my other classes.

9	My Scholars section has additional readings and research.
10	Additional or multiple perspective analysis is required over and above the expectations for a normal section of the class.
11	Besides demanding only the highest level of scholarship in academic essay writing with higher percentages for papers over exams, I include cross genre discussions between stories assigned and the films made of those stories. Film is the literary art form many millennial appreciate today.
12	Research project: students need to pick a topic what interests them. and explain with physics (for physics scholar class). To find a topic, students need to develop eyes to view the world like a scientist. Then, they need to scientifically analyze their finding/results. We also have volunteer research poster presentation as the extra credit.

5. Do you have any projects or assignments that you have developed for your Scholars course(s) of which you are particularly proud and would be willing to present to other faculty members who teach in the program? Please explain using the comment box and/or you may upload a document.

1 File Uploaded

6. Do you have any projects or assignments that you have developed for your Scholars course(s) of which you are particularly proud and would be willing to present to other faculty members who teach in the program? Please explain using the comment box and/or you may upload a document. - comments

Count	Response
1	Classroom Presentations. I have the students make up a problem and then demonstrate the solution in class in front of their classmates.
1	I would be happy to share my two essay prompts along with teh worksheets I use to prepare the students for those essays.
1	I've only taught the Scholars section once. My second time will be in the fall so I see this still as a work in progress.
1	N/A
1	No
1	not at this time

7. What specific challenges have you encountered that are unique to your Scholars classes? Are there any recurring questions, concerns, or situations that you find are common amongst the Scholars students?

ResponseID	Response
2	As mentioned above, I find the single-minded focus on grades to be my only problem with Scholars students. The College tends to focus on our under-motivated students.
3	They are much more concerned with grades than other sections, and maybe more so than learning the material. But often this makes classroom discussions and questions asked so much more engaging!
4	Info about transferring to a 4 year
5	N/A
6	No, I have only had really positive experience teaching Scholars' sections.
7	Not that I have seen.
8	Scholar's Program doesn't necessarily mean all students are 4.0. I had a preconceived notion about that before and so I felt that my exams needed to be more challenging. That is not the case at all.
9	I have not seen a pattern.
10	The expectation that entrance to the program entails high performance results (grades)

11	I teach English 2 and I expect a high level of not only knowledge of academic essay writing, but a higher than average understanding of literary analysis and critical commentary on the works read.
12	I felt that students were very sensitive to their grades. Everyone wanted an "A". Some may have dropped since they couldn't get an "A". What is the typical grading distribution for the scholar class? They tend to be more diligent students with better studying habits than others. It was as difficult to make everyone interested in physics as other average students although they might have been better students.

8. How might we (in the Scholars Program) better help and orient students to address some of the common challenges, questions, and concerns you have noted in this survey?

ResponseID	Response
2	Perhaps the Scholars students could be required (rewarded?) to attend workshops on appropriate college behaviors and dispositions. Many of my Scholars students have reported that they were ready for the academics of the 4-year university but not the decorum.
3	Continue to offer support services to guide students through to their transfer or degree goals (pathways!).
5	N/A
6	Possibly greater effort at outreach and introduction to the program for interested and potential student candidates.
8	Definitely let the students know that there will be more things expected of them in the class.
10	Help students know that performance expectations will actually be higher than in a normal section of the class.
11	Just absolutely make sure their writing is at the scholars level before you thrust them into a milieu of excellent writers and critical commentators.

12

Please tell students to "solve problems". Not just read, or make a nice notes. For physics and math, they need to "solve problems". And struggling is a sign of learning. If they don't struggle, they are not learning a new thing.

9. Are there any professional development opportunities you would like to engage in that would help you as a Scholars Program faculty member?

ResponseID	Response
2	I have always wanted to get more feedback from professors at UCLA about our students. Not sure this is feasible but it would be nice.
3	It would be great if the Scholars program offered pedagogical training opportunities, such as seminars on flipped classrooms, etc.
4	Info about expectations of 4 year colleges and the transfer procesd
5	Anything related to Equity - Equity Speaks, Equity Brown Bags, Equity Office Hours. We could also come in to any opportunities where the Scholars faculty come together for meetings to do a special Equity session specific to that group.
6	Yes, I'm potentially interested in any professional development opportunities that would be relevant to teaching in the Scholars' Program - perhaps on topics such as backwards design, issues of equity, classroom engagement/discussion strategies, moving from a pedagogical to an andragogical approach, etc. Thanks for asking :)
7	More information available for new faculty members teaching on the Scholars program. The first time I was given a Scholars section no only even notified me. Since it was only my

	second year teaching as SMC I also didn't really know what was expected of me or the course.
8	Transfer workshops to UC schools, developing equitable curriculum, bridging the equity gap
9	Yes, I would enjoy those opportunities.
10	Not at this time
11	No
12	Any professional developments I would like to attend if I can. Simply just sharing ideas with other professors is inspiring. I also like to discuss class management skills.