Program	Transfer & Articulation Services
Does this program have a CTE component?	No
Academic Year	2018/2019
Review Period	6 Year
Service Areas	

<div align="center">

A. Program Description and Goals
</div>

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.

The Transfer Center at SMC was established in 1988 to strengthen the transfer function at the college and increase the number of students prepared for transfer to baccalaureate-level institutions. By 1990, SMC had established itself as the leader amongst all California community colleges in transferring students to the University of California system, a distinction the college maintains to date and which it has preserved for 28 consecutive years according to data compiled each year by the UC Information Center. Beyond the UC system, SMC has also established itself as a leader in transfers to the University of Southern California (USC), Loyola Marymount University (LMU), and a variety of other public and private four-year institutions within California and out-of-state (including internationally).

The numerous and various transfer support services at SMC contributes to our institutional reputation for transfer and helps distinguish SMC from other community colleges. The mission of transfer services at SMC is to help prepare, strengthen and increase the number of SMC students transferring to baccalaureate-level institutions and this aligns with and supports the vision and mission of the college in the following ways:

The college's vision states in part that **"Santa Monica College will be a leader and innovator in learning and achievement."** By educating and providing support services to our students throughout all stages of the transfer process, Santa Monica College remains a leader in the number of SMC students successfully transitioning to a variety of four-year institutions which supports the college vision.

Title 5 regulations require the governing board of each community college district to recognize transfer as one of its primary missions. Transfer is explicitly included in the Santa Monica College mission which states: **"Santa Monica College provides a safe, inclusive, and dynamic learning environment…"** and offers **"academic programs and support services intended to serve diverse individuals"….** while offering **"streamlined pathways for transfer to university…"**   This institutional mission is supported through the variety of transfer-related support services that are available and open to prospective, new, and continuing SMC students of all backgrounds who desire to execute the transfer process to a four-year institution in the most efficient way possible.

Transfer-related support services and activities provided to SMC students, faculty and staff include (but are not limited to) the following:

Workshops: Workshops and presentations are designed to help SMC students navigate the transfer process and answer questions related to a specific topic. Examples of workshops offered include: UC and CSU application workshops, How to Transfer to Private-Elite Universities, How to Transfer to USC, How to Appeal A Denied Admission, and How to Pay for Your Bachelor's Degree

College Fairs: SMC hosts two college fairs each year (once in the fall and again in spring). Over 160 colleges and universities attend the fairs each semester making it the largest community college fair within the state (according to university representatives that attend). Representatives from the colleges/universities come to SMC to provide information on a range of topics such as the application and admissions process, available majors, financial aid, and housing.

Campus Visits by University Representatives: University representatives from around the state, country and world visit Santa Monica College every semester. Students meet with representatives in the cafeteria and/or during one-on-one 20-minute appointments in the transfer center to gather information and ask specific questions regarding transfer to different colleges or

universities

Transfer Website: The SMC transfer website is a one-stop repository for transfer resources and tools including copies of workshop slides and handouts and a detailed calendar that outlines planned transfer activities throughout the academic year

Counseling Appointments: Students can meet with a counselor online or in-person to discuss transfer-related questions or concerns. Students are not limited to meeting a counselor in the transfer center if they participate in any of our special counseling programs on campus (e.g. Scholars, Veterans Resource Center, EOPS, Latino Center, etc.)

Panic Room: Since its inception, the SMC Transfer Center has hosted a "Panic Room" during the fall semester. Currently, the Panic Room physically takes place within the Transfer Center during the last 2-3 days of November to provide last-minute assistance to students attempting to meet the November 30th UC and CSU transfer application deadline. Counselors representing a variety of counseling programs across campus make themselves available within the Transfer Center for one or more hours to provide feedback on written personal statements and assist with any last minute application questions or concerns that students may have

Open Computer Labs: Students can work on their transfer applications "live" in a campus computer lab (using a SMC desktop computer or their personal laptops) and receive assistance from available counselors as questions or concerns arise.

Articulation Services: The SMC Articulation Office (AO) helps in the process of identifying courses (or sequences of courses) at Santa Monica College that are comparable to, or acceptable in lieu of, specific course requirements at a receiving college/university campus.

Completion Counselor: This role is carried out by an adjunct counselor who conducts proactive counseling techniques with students such as emails, phone calls and tabling in high-traffic areas on campus to aid students in the completion of their transfer goals

Weekly Emailed Bulletins: A bulletin is emailed to students each week that outlines transfer-related activities that are scheduled on and off-campus during that week and in the coming weeks

Classroom Presentations: Counseling faculty that teach Counseling 20 (Student Success Seminar) can request an in-person transfer presentation for their class to facilitate and compliment the Education Planning assignment that is required for students enrolled in the class. On average, (40) classroom presentations to Counseling 20 sections are conducted each academic year

Sandwich Boards: (5) sandwich boards are positioned near high traffic areas on campus (in front of the library, near the Science Building, near the Humanities and Social Sciences Building, near the fountain quad area and near Admissions & Records in Drescher Hall) and they are updated daily to advertise transfer events happening on campus that day or week

Student Services Calendars: Each semester, calendars are available to students (printed and online) to promote the date, time and location of all transfer-related workshops planned during the term

Social Media: The transfer center collaborates with the Public Information Officer and the web and marketing department on campus to promote transfer-related events, activities and partnerships via social media (e.g. Facebook, Instagram, Snapchat, etc.) as needed

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.

Led by the Transfer Center Director (TCD), the overarching goals and responsibilities of the transfer function at Santa Monica College are listed below and they are in compliance with the California Community College Transfer Recommended Guidelines (A joint publication of the California Community Colleges Chancellor's Office and the California Community College Transfer Center Directors):

- Serve as the liaison office between the community college and baccalaureate-level colleges and universities in regard to student admission policies and transfer requirements
- Regularly inform the college community of new and changing transfer information and requirements

- Answer inquiries from the public, the press and researchers regarding the college's transfer program
- Work toward creating and revising campus policies and procedures to facilitate the transfer process
- Handle complex transfer cases referred to the Transfer Center by administration, instructional faculty or counseling faculty
- Develop marketing strategies to promote transfer as a viable educational goal for all students, including low-income, disabled and first-generation college students and those students who are identified by the Student Equity data as having disproportionate impact
- In coordination with the Counseling Department, provide potential transfer students with counseling and academic planning, including the selection of courses required for university admission, general education options and major preparation. Encourage participation in transfer programs that support academic planning such as Transfer Admission Guarantees (TAG) with universities in-state, out-of-state, Associate Degree for Transfer (ADT), cross-enrollment at universities, and utilize course articulation information to ensure course transferability
- Work with baccalaureate-level universities to develop and coordinate collaborative transfer programs (such as the TAGs) with universities in-state and out-of-state, university outreach, summer programs, Transfer Day/College Night programs and cross-enrollment activities
- Provide student access to computers for transfer research and the submission of university applications
- Develop a calendar of Transfer Center activities, provide a comprehensive Transfer Center webpage that includes information on in-state and out-of-state public and private universities, transfer materials for student and counselor research, and information on transfer workshops and university tours
- Assist students with their transfer/transition plans, including timely completion and submission of university applications, acquisition of financial aid and housing, and identification of other available university services, programs and personnel to contact for further assistance in the transition process
- Provide advocacy for students and empower them in the admissions appeal process

While not a "program", Articulation Services are a critical part of the transfer function at SMC and is lead by our campus Articulation Officer (AO). Articulation describes the process of developing a formal, written agreement that identifies courses (or sequences of courses) at Santa Monica College that are comparable to, or acceptable in lieu of, specific course requirements at a receiving college/university campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured. The process of course articulation between and among campuses is the foundation of the transfer function because it provides the roadmap for students to progress to the next level of instruction and navigate a path from SMC to their intended receiving institution. The SMC Articulation Officer carries out her duties and work responsibilities in accordance with CIAC (California Intersegmental Articulation Council); a statewide professional organization for articulation officers to meet, discuss, and resolve college transfer and articulation issues; and to facilitate the progress of students between and among the segments of postsecondary education in California.

In accordance with title 5 regulations, the SMC Transfer Center Director and Articulation Officer are required to submit a report every Fall to the California Community College Chancellor's Office that summarizes the college's transfer and articulation activities for the previous fiscal year. The Chancellor's Office then utilizes information from the report to meet part of the reporting requirements to the Legislature, identify trends, and answer questions received from Transfer Center Directors and Articulation Officers across the state.

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 Transfer Center serves as the liaison between SMC students and four-year colleges and universities. Through transfer activities such as workshops, counseling appointments, and access to materials on the transfer website, SMC students obtain knowledge about various four-year institutions and the academic skills and the requirements necessary to transfer ethically and legally to the institution of their choice (ILO #1), (ILO #2), (ILO #5) . The college fairs, one-on-one appointments and four-year campus tours also provide opportunities for SMC students to communicate effectively with university representatives outside of the classroom which helps students acquire the self-confidence and self-discipline to access, evaluate, and reach conclusions and then begin the next chapter of their personal and professional lives as a transfer student (ILO #1), (ILO #2), (ILO #5). For easy reference, Institutional Learning Outcomes (ILO) #1, #2, and #5 are presented below:

- Institutional Learning Outcome #1 - Santa Monica College students will acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.

- Institutional Learning Outcome #2 - Santa Monica College Students will obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

- Institutional Learning Outcome #5 - Santa Monica College Students will demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

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).

District funds provide the majority of the budget for transfer support services at SMC. However, approximately $2.4 million dollars of SEAP (Student Equity and Achievement Program, supplemental funding provided by the state to facilitate equity, matriculation, and other core support services, and guided pathway efforts) funding (formerly referred to as SSSP) is used annually to support adjunct positions throughout the entire counseling department at SMC. Since the Fall of 2014, a portion of those SEAP funds have been used to fully fund the salary of one adjunct counselor within the transfer center who is referred to as the Completion Counselor. The Completion Counselor role was created in Fall 2014 to carry out proactive counseling techniques such as emails and phone calls to aid students in the completion of their transfer goals. The Completion Counselor works throughout the entire academic year and during the 2017-2018 academic year, (summer 2017 through Spring 2018), $18,720.00 in SSSP funding was used towards the position's salary.

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

All Disciplines (answered once)

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.

According to college data, 73% or 21,139 SMC students enrolled in Fall 2018 indicated "Transfer" as their ultimate educational goal at the college (including students who wish to transfer after getting an associate degree). As a result, transfer support services are available on campus to any SMC student who has identified transfer as a goal or is considering transfer to a four-year institution regardless of their ethnicity, race, gender, age, residency status, citizenship, enrollment status and full/part time status. Most of the transfer-related services and events offered (e.g. transfer workshops, annual college fairs, transfer website) are also open to SMC faculty, staff, administrators, and the community at large (e.g. parents of prospective students, K12 partners, etc.) as well.

Data pulled from Tableau about students who received services from the Transfer Center in Fall 2018 reveal that continuing students make up the largest population (62%), followed by first-time reverse transfers (14%) and returning (12%) students. First time freshmen make up approximately 12% of Transfer Center students. Transfer Center students by enrollment status has remained relatively stable over the last six years.

In Fall 2018, the largest Transfer Center student population by race/ethnicity was Latinx (40%), followed by White (29%), and Asian (12%) students. The percentage of Latinx students has increased by 4% over the last six years, from 36% in Fall 2013 to 40% in Fall 2018. At the same time, the percentage of White and Asian students experienced a decrease (decrease of 3% and 2%, respectively). The percentage of African American students has remained relatively stable (approximately 9%).

It is also important to note that SMC students who want to transfer are not limited to only seeing counselors in the transfer center so the data for "populations served" in this report may be presented differently than how it is typically represented by other special programs and departments.

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.

An analysis of transfer workshops attendance data was used to compare transfer center students to the college population because workshops represent a significant transfer support service offered to SMC students. Institutional Research (IR) compiled demographic data for students who attended transfer workshops during the Fall 2015 and Spring 2016 semesters (Appendix A). We are working diligently with Institutional Research to obtain more recent data about transfer workshop attendees.

From Fall 2015 to Spring 2016, a total of 2,326 unduplicated students attended transfer workshops. Demographic data for 2,169 of the students (with valid student identifier information) was compiled and comparisons for ethnicity, residency, and enrollment status were the only demographic variables that revealed interesting trends that are discussed below.

Ethnicity Comparison:

A disparity was evident in the percentage of African American students that attended transfer workshops that year (5%) which was significantly lower than the overall percentage of enrolled African Americans on campus (10%). Conversely, the percentage of Asian/Pacific Islander students that attended workshops that year (26.5%) far exceeded their enrollment percentage across the SMC campus (15.5%) during the same time period. In essence, African American students at SMC were disproportionately underrepresented at transfer workshops and Asian/Pacific Islander students were disproportionately overrepresented at the workshops. The percentage of Hispanic/Latino students (37.9%) and White students (27.3%) who attended transfer workshops during 2015/2016 was closer to being on par with their enrollment percentages across campus at that time (39.1% for Hispanics/Latinos and 30.9% for Whites). One explanation for the low workshop attendance for African American students may be that they prefer receiving transfer information and having their transfer questions answered in a more familiar environment with someone they know such as within a special program on campus or in a one-on-one appointment with a counselor that they know. Another explanation for the low attendance may be that the traditional methods of marketing transfer workshops are not reaching African American students on campus and need to be reconsidered.

Residency Comparison:

The largest percentage of students represented within the transfer workshop sample during the 2015-2016 time period were California residents (69.9%); compared to 23.9% for international students and 6.2% for Out of State students. The data also revealed that the 23.9% attendance rate percentage for international students at the transfer workshops was more than double compared to the percentage of international students enrolled across the campus during the same time period(10.4%). This data suggests that international students attend transfer workshops in high numbers because transferring to a four-year institution is an extremely high-priority for F1 students at SMC.

Enrollment Status Comparison:

Not surprisingly, Continuing Students (defined as students enrolled in the current session *and* enrolled in the previous regular session) represented the largest percentage of attendees within the workshop sample at 72.2%. However, First-Time Students (defined as students enrolled in college for the first time after high school) had the 2nd highest attendance percentage (17.4%), over First-Time Transfers (students enrolled at SMC for the first time who transferred from another institution of higher education) at 6.3% and Returning Students (students enrolled at SMC after an absence of one or more primary terms) at 3.8%. This data suggests that students attending SMC for the first time after high school, tend to begin their journey at SMC with transfer to a four-your institution as an intended academic goal.

Summary

As stated previously, transfer support services are available to any SMC student who has identified or is considering transfer to a four-year institution as an academic goal. This is the first 6-year program review where Transfer is reporting separately from overarching counseling services on the campus and will therefore serve as a baseline report of how well we are serving the SMC

student population. While historical data suggests SMC is highly effective in generally assisting SMC students in transferring to four-year institutions, data obtained for this report indicate that greater efforts are needed to provide targeted workshops, unique marketing and perhaps other transfer-support services to specific population groups on campus such as African Americans, International (F1) and First-Time Students.

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).

N/A

C. Program Evaluation

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

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

How would you like to answer these questions?

Saved Information For Program Evaluation

Area/Discipline Information Pertains To

All Disciplines (answered once)

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*

As a support service and not an instructional program, the Transfer Support Services team has articulated service-related Unit Outcomes (UOs) instead of Student Learning Outcomes (SLOs). Because this is the first 6-year program review where Transfer is reporting separately from overarching counseling services on campus, no historical 6-year Transfer Unit Outcome (UO) data exists for comparison purposes. However, the Unit Outcomes (UOs) below are the focus of this 6-year program review and were used to assess how successful SMC is in providing Transfer Support Services through the Completion Counselor role on campus and via the transfer workshops that are available to students throughout the year:

Unit Outcome #1 - As a result of attending a transfer workshop, students will learn at least one new thing about transfer and the transfer process (measured by Question 2b on the Transfer Workshop Feedback Form)

Unit Outcome #2 - Students will feel satisfied with their experience attending a transfer workshop (measured by Question 2f on the Transfer Workshop Feedback Form)

Unit Outcome #3 - As a result of interacting with the Completion Counselor students will feel more knowledgeable about the

transfer process (measured by Question 3 on the 2017-2018 Completion Counselor Survey)

After consulting with the SMC Institutional Research Office, the Transfer Center Director identified the Unit Objectives above to assess the effectiveness of two key transfer support services provided to students throughout the year: Transfer workshops and support services specifically provided by the Completion Counselor.

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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**

To assess UO's #1 and #2, a one-page, five-question Transfer Workshop Feedback form was created through consultation with SMC's Institutional Research department (Appendix B). The same form was used to survey students that attended transfer workshops at SMC during Spring 2018 and Fall 2018. The anonymous survey asked students to use a Likert scale to rate their overall satisfaction with transfer workshops as well as their level of agreement with various statements related to the workshops (i.e., relevance of topic, presenters knowledge about the topic, workshop length, etc.). Students were asked to complete and submit the survey when the workshops ended. Attendees had the option to complete a hard copy of the survey or they could complete an online version of the survey located within the SMC transfer website under "Workshops". The goal was to have 90% or more students responding "Agree" or "Strongly Agree" to the following statements:

- I learned at least one new thing about transfer and the transfer process at the workshop
- Overall, I am satisfied with the workshop

An analysis of the Transfer Workshop Feedback surveys received revealed that 97% of Spring 2018 students and 97.8% of Fall 2018 students selected "Agree" or "Strongly Agree" to the survey item: *I learned at least one new thing about transfer and the transfer process at the workshop.*"

Similarly, 96.9% of Spring 2018 students and 99% of Fall 2018 students selected "Agree" or "Strongly Agree" to the survey item: *Overall, I am satisfied with the workshop*, on thier workshop feedback form.

These results of collected surveys were reviewed and discussed informally throughout each semester and formally at the end of each term by the Transfer Center Director, the Transfer/Articulation Specialist, the Completion Counselor and selected transfer center counselors. The analysis and results of the surveys were used to inform the planning and delivery of subsequent transfer workshops offered by the transfer support services team.

To assess UO #3, an online survey was created through consultation with SMC's Institutional Research department and emailed to students who interacted with the SMC Completion Counselor via email, phone, or a workshop during the 2016-2017 and the 2017-2018 academic years. The survey was sent via email and students were asked to respond anonymously to a series of yes/no, multiple choice and open-ended questions. We expected to have 90% or more students responding "Yes" to the following question:

- As a result of a call, email or workshop from me (the Completion Counselor), do you feel more knowledgeable about the transfer process?

Completed surveys were collected and summarized by the SMC institutional Research Department and then shared via an emailed report (Appendix C) that was then discussed in a meeting with the Transfer Center Director, the Transfer/Articulation Specialist, the Completion Counselor and a member of the SMC Institutional Research Department. An analysis of the Completion Counselor Surveys revealed that 72% of students answered "Yes" when responding to the survey item above. The analysis and results of the

surveys were used to inform the planning and delivery of transfer support services provided by the Completion Counselor.

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.

SMC students are not required to report their receiving transfer institutions upon leaving SMC, however, the SMC transfer center relies on data and other evaluation measures to help track and assess transfers to selected colleges and universities. For example, the University of California and the California State University systems both maintain online information centers for the public to access historic and current data on variables such as gender, ethnicity, etc. (https://www.universityofcalifornia.edu/infocenter and http://www.calstate.edu/as/CCCT/index.shtml)

Every year, the SMC Transfer Services team uses this published data to track total transfers to both systems and transfers disaggregated by UC and CSU campus (Appendix D). SMC also monitors the Transfer Student Profile and Admissions Data shared annually by the University of Southern California (USC) which highlights the most represented sending institutions to USC (Appendix E). Ten year statistics for SMC transfer students to the UC and CSU systems (total numbers as well as the numbers for African American and Latino students) are posted and available to the public under the "Statistics" section of the SMC transfer website: http://www.smc.edu/StudentServices/TransferServices/Pages/Transfer-Statistics.aspx

Ten year statistics for SMC transfers to the University of Southern California (fall semesters only) are also posted on the same website.

For this 6-year review report, the SMC Institutional Research Office also provided data showing overall SMC transfers to In State Private institutions, Out of State Institutions, CSU campuses, and UC campuses (for Fall terms only) over a 6-year period from 2011-12 through 2016-17 (Appendix F).

And evaluation of statistics over the last 10-years reveals Santa Monica College as #1 amongst California Community College in total transfers, African American transfers and Latino transfers to the UC system. However, SMC's transfer trend over the past 10-years to the CSU system represents an area of improvement. When compared to other California Community Colleges, SMC's has never reached higher than 6th place in total transfer to the CSU, and no higher than 11th place and 3rd place for Latino and African American transfers respectively. The distinction as #1 in total transfers the UC and CSU systems combined has vacillated between SMC and De Anza College since 2009; with De Anza earning the title for the last two years and Santa Monica College capturing it the two years before that.

Lastly, SMC is the most represented sending institution to USC's fall transfer class and transfers the most students west of the Mississippi to Columbia University in New York City; statistics that the college often promotes within its marketing materials.

As previously stated, SMC is unable to track with 100% accuracy the number of transfers to all four-year institutions since SMC students are not required to report their receiving institutions upon transferring and because not all colleges and universities partner with the National Student Clearinghouse database so all SMC students may not be included. However, the data collected from the four-year university partners described above helps assess institutional effectiveness and the extent to which the SMC transfer support services team is accomplishing its goals to prepare, strengthen and increase the number of SMC students transferring to baccalaureate-level institutions.

D1. Objectives
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.

Objective #1: Continue maintenance of transfer information on the articulation sheets to only have lists of relevant majors for the UC and CSU, with specific major articulation for private schools to remain on the articulation sheets.

Status: Eliminated

Comments:
We have decided to eliminate transfer major sheets. Counselors and students use ASSIST.org to research which courses a student should take at SMC for major preparation at California public universities. ASSIST is the repository for articulation for California public institutions of higher education. Because it could not be guaranteed that the transfer major sheets would always contain the most updated information regarding major courses needed for transfer, we decided to eliminate them. We continue to produce sheets for private, out of state and international universities. These articulation sheets can be found at www.smc.edu/articulation. We also provide hard copies of major and GE requirements for LMU and USC, since these are the two main private schools many of our students transfer to.

Objective #2:

We will continue to work with MIS along with Admissions & Records, to use the recently purchased "prospective" tool. This system will be used to reconcile the incoming transcripts for new students with the TER Log. The ultimate goal is for pre-evaluation of incoming transcripts to be available for students.

Status: In Progress

Comments: We continue to work with MIS and Admissions & Records to improve MyCap. MyCap is the repository of GE and major non SMC coursework which has been evaluated for Associate GE, IGETC and CSUGE. We are working hard to make MyCap as robust as possible. Though not yet ready for student use, in late Fall 2018 MyCap was released to counselors. This tool, along with Transcript Evaluation Report, is valuable to counselors when evaluating student's non SMC transcripts. Most of our students have attended another college/university and transcript evaluation is very time consuming. With MyCap, counselors have a tool that makes transcript evaluation quicker. This allows for counselors to spend more time working with the student.

Objective #3:

We will continue to enhance the transfer section of the SMC website to include information that is useful and helpful to students seeking transfer information. The website was updated at the beginning of the 2016-2017 academic year and our intention is to continue to enhance it for student and community use.

Status: In Progress

Comments: This objective is ongoing, but updates to the SMC transfer website in the last year include the following:

● Details for the new Transfer Admission Guarantee with CSU Chico for international students
● Links to RaiseMe (a company that helps community college students earn scholarships) have been strategically added to our landing page and to our web pages for ASU, LMU, and Whittier College.
● A "What's Your Transfer Story?" link has been added to our landing page that encourages SMC students to share a picture and the details behind their transfer decisions. This information is also shared with the SMC Marketing team to be shared on SMC's social media channels (with the student's permission).
● Transfer data collected from UC and CSU online information centers and from USC.
● Redesigned the Articulation website

On-going updates to the transfer website are important because the SMC website is accessed daily by various individuals (e.g.current and prospective SMC students, faculty, staff, and community members) seeking transfer information and data

Objective #4:

We will explore the use of technology to track student attendance at transfer workshops vs. hard copy sign ins.

Status: Eliminated

Objective: When this objective was created, we intended to use a laptop to check students in at transfer workshops instead of using printed attendance rosters. By utilizing technology, we hoped to track and analyze attendance in a faster and more efficient manner. However, after piloting the new method, we quickly learned that using a laptop presented unforeseen challenges that complicated and delayed the check-in process (e.g. the laptop went to sleep and required password entry by the workshop facilitator to check-in and capture late arrivals). For this reason and because it was not feasible to have more than one member of the transfer support service team present at each workshop, the objective was terminated. At this time, we have returned to using printed attendance rosters for all transfer workshops but alternative methods to facilitate an electronic check-in process will be revisited in the future.

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.

- For the 28th consecutive year, SMC is #1 amongst California Community Colleges in sending the most transfers students to the University of California. SMC is also #1 in sending the most African American and Latino students to the UC system.
- SMC has been the most represented sending institution for transfers to USC since 2002.
- SMC was the largest feeder institution to LMU for Fall 2016, 2017, and 2018
- SMC transfers the most students west of the Mississippi to Columbia University in New York City.
- In 2018, SMC became the first California Community College to host an onsite transfer services manager from Arizona State University (ASU).
- In 2018, we launched the "Transfer Corner" (Tuesdays and Thursdays) in the cafeteria, where SMC students can ask questions and receive transfer information from the Completion Counselor.
- In 2018, we formally partnered with the Writing and Humanities Tutoring Center and English Professor Hari Vishwanadha to promote support services to students writing personal statements for transfer.
- In 2017, we coordinated and presented transfer workshops specifically targeted towards students in the EOPS, CARE, CalWORKS, Guardian Scholars, and AB540 programs at SMC.
- In 2017, we formally began partnering with the SMC Marketing Department and the Campus and Alumni Relations Office to share resources and avoid the duplication of efforts (e.g. promotion of "SMC Everywhere" and "Tell Your Transfer Story")
- Since 2017, we have invited counselors from special programs on campus (i.e. EOPS, Health Sciences, etc.) to have a table at the annual college fairs to provide information and support to current and prospective students in their program(s).
- Launched NEW workshops to provide critical information to transfer students (e.g. "Show Me The Money! How to Pay for your Bachelor's Degree" in the Fall and "I'm Admitted! How Do I Choose Where to Go in Fall 2018?" in the Spring)
- We continue to offer the "Panic Room" and Open Computer Labs for transfer students to receive feedback on their personal statements and help with completing and submitting their transfer applications.
- We consistently receive invitations and provide many transfer presentations to Counseling 20 courses throughout the academic year.
- We provided classroom space at SMC for university partners to host regional receptions for selected students (e.g. admitted students for Sacramento State and prospective students for UCSB and ASU).
- Throughout the academic year, the Completion Counselor continues to send targeted email campaigns to students to educate and remind them about important transfer requirements and deadlines.
- Representative from a variety of four-year institutions regularly present during department meetings to provide important updates and transfer information to full and part-time counselors representing special programs across campus.
- In late Fall 2018, MyCap (a repository of general education and major non SMC coursework which has been evaluated

for Associate GE, IGETC and CSUGE) was released to counselors to assist them when evaluating a student's non SMC transcripts.

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.

N/A

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.

SMC offers 20 Associate Degrees for Transfer (ADT). ADT's are comprised of AA-T's and AS-T's and are designed to facilitate transfer admission to a CSU in a similar major. Student's receive at least a .1 GPA boost in admission and are guaranteed to graduate the CSU within 60 units.

From Summer 2015 through Spring 2018 there was a 63% increase in ADTs awarded at SMC. During the 2015/2016 academic year 490 ADTs were awarded, 22% of these were auto awarded. In 2016/17, 571 ADTs were awarded, 15% were auto awarded. In 2017/18 775 ADTs were awarded, 18% were auto awarded. The increase was not due to a large increase in new ADTs. In 2015/16 SMC offered 15 ADTs; in 2016/17 we offered a new AA-T in Nutrition with only one degree awarded in that major; 2017/18 added two more ADTs with eight degrees being awarded in the new AA-T in Psychology. A new ADT was approved for Fall 2018 and one for Fall 2019. In increase in degrees awarded was likely due to student awareness, counselor comfort with explaining the benefits of the degree and transfer workshops. SMC continues to create and add ADTs and promoting ADTs to students who are not transferring to a CSU provides an area of opportunity for the SMC Transfer/Articulation team (Appendix G).

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).

Hours worked by the Completion Counselor at SMC are entirely funded through SSSP (now called SEAP - Success, Equity & Achievement Program). The Proactive academic counseling provided by the Completion Counselors is effective (as supported by the 2017-2018 survey results; Appendix C). However, the current Completion Counselor is limited in the services she can provide within 18 hours per week. As a result, additional SEAP funds to hire a second Completion Counselor would help alleviate this challenge and provide additional support to SMC students who desire to transfer.

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**

The analysis of the Transfer Workshop Feedback from Spring 2018 (Appendix H) and Fall 2018 (Appendix I) was very informative and revealed strong student satisfaction with the transfer workshops offered at SMC. As noted in Part C (Evaluation), the surveys also revealed student feedback on other variables such as workshop length, the likelihood of them recommending transfer workshops to other students, and their suggestions for other transfer-related workshops offered in the future. As a result of the data received, the Transfer Center will continue to survey students periodically and will administer the workshop surveys again during the 2021/2022 academic year. Prior to Spring/Fall 2018, workshop surveys had not been administered to SMC students in over ten years. The results and analysis from the Spring/Fall 2018 surveys will be used as we schedule and design transfer workshops for Fall 2018 and beyond.

Because the workshop data revealed that Black students are underrepresented at transfer workshops, we have already started working with and will continue to reach out to and work with targeted special program faculty, staff, and students on campus to brainstorm and discuss ways that we can improve the marketing of transfer workshops and activities to Black students at SMC or how to proactively bring transfer information, workshops and activities to them to ensure that they have equal access to the information.

For the Completion Counselor Unit Outcome, we did not meet the goal of 90% (its currently at 72%, Appendix C). Perhaps more students did not answer "Yes" when asked if they "feel more knowledgeable about the transfer process as a result of a call, email, or workshop from the Completion Counselor" because most of the email campaigns sent are "reminders" about important transfer deadlines and requirements which students do not register as providing "new" information or knowledge. To address this, the transfer services team plans to change the email campaigns to include "new" information instead of just reminders. It is important to mention that the "Transfer Corner" table in the cafeteria was implemented during the summer of 2018 in response to the feedback received in the survey. Moving forward, the Completion Counselor will continue to reach out and meet with students in non-traditional counseling spaces such as the fountain quad area and satellite campuses in an effort to focus more attention on equity issues and help close and eliminate the gaps.

D2: Coming year's Objectives (Moving Forward)

Objective #1

As regulations change and if new counselors are hired, the SMC Articulation Officer will offer transcript evaluation training to all SMC Counselors. Trainings for counselors and admissions staff is a high priority due to initiatives such as Pathways, Associates Degrees for Transfer, AB 705, and C-ID.

Area/ Discipline/ Function Responsible: Articulation Services

Assessment Data and Other Observations:

Other data or observed trends

External Factors:
Other Factors
Regulation Changes and new campus initiatives and new counselors hired

Timeline and activities to accomplish the objective: In conjunction with the counseling department chair, we will determine the most effective time in the counseling cycle to schedule trainings. At least one training workshops will be scheduled during the next academic year.

Describe how objective will be assessed/measured: A satisfaction survey will be conducted after each training

Comments: Rapidly changing transfer/articulation rules and state initiatives require that counselors and admission staff are trained in order to best assist students.

Objective #2

To increase the percentage of African-American students represented at transfer workshops, SMC Transfer Support Services will conduct or co-facilitate at least one transfer-related workshop/event for students in the Black Collegians program during the Fall 2019 semester and/or the Spring 2020 semester. The fact that the percentage of African American students that attended transfer workshops during Spring/Fall 2018 (5%) was significantly lower than the overall percentage of enrolled African Americans on campus (10%) informed this objective.

Area/ Discipline/ Function Responsible: Transfer Counseling Center

Assessment Data and Other Observations:
Other data or observed trends

External Factors:
SMC Strategic Initiative
Close equity gaps

Timeline and activities to accomplish the objective: At least one workshop or event must be completed by the end of the academic year (June 30, 2020).

Describe how objective will be assessed/measured: Students will be asked to sign-in at the workshop/event and complete and submit a survey at the end of the workshop.

Comments: The goal of this objective is to increase the percentage of African American students represented at SMC transfer workshops.

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 counselors and classified staff on the transfer support services team at SMC are actively engaged in many capacities on and off campus. Examples of their institutional and community involvement include (but are not limited to) the following:

Institutional Committees:

- VIP Welcome Day Planning Committee
- SMC Curriculum Committee
- Full-Time Hiring Committees
- Faculty Tenure Evaluation Committees
- Guided Pathways Redesign Committees (e.g. Mapping Team, Student Care Team)
- Student Equity Committee
- Transcript Evaluation Committee
- Scholarship Committee
- Enrollment Barriers Committee
- Active member of CSEA
- Campus-wide FT Faculty Ranking Committee
- The IxD Bachelor's Degree Program Committee

Campus Presentations:

- To counselors during departmental meetings and Flex Day
- To counselors and admissions staff during workshops on transcript evaluation and the use of electronic transfer tools such as TES, MyCap, and TER
- To Black Collegians during Sister-to-Sister and Brother-to-Brother meetings
- To the Leadership Team (e.g. regarding the RaiseMe program)
- To 4C Internship Participants
- To new and prospective students and parents during VIP Welcome Day and Super Saturdays
- To students in Alpha Gamma Sigma (AGS) Honor Society
- To students in the EOPS program
- To the AS Student Leadership Board

Training/Conference Attendance:

- SMC Undocumented Ally Training
- Office 365 Technology training
- Annual Counselor Conferences (e.g. ETS, CSU, USC, LMU)
- A2Mend - African American Male Education Network and Development Conference
- NCORE - National Conference on Race and Ethnicity

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

The counselors and classified staff that support transfer support services at SMC are also actively engaged within the local community, industry and professional groups. First and foremost, we strive to cultivate strong relationships with our university partners to benefit SMC students. Examples include:

- Our strong partnership with **Arizona State University** - As stated previously, SMC is the first California Community College to host an onsite transfer services manager from Arizona State University (ASU).
- The creation of the **LMU at SMC Transfer Pathway Program** - This is the 3rd year of the program where selected high school students can have a guaranteed admission to LMU if they take course at SMC for one year (or more).
- Collaboration with the **Center for Community College Partnerships (CCCP) at UCLA**

Additional examples of community involvement and professional memberships include (but are not limited to) the following:

- Participation in the Counselor-to-Counselor meetings with Santa Monica High School
- College Fair exposure for John Adams and Lincoln Middle School students
- Partnership with RaiseMe (an organization that helps community college students earn scholarships for transfer)
- Participation in "Signing Day" at UCLA with Michelle Obama
- Participation on Panel for League of Women Voters
- Presentation to the Santa Monica General Advisory Board (GAB)
- Member: Santa Monica High School and John Adams Middle School Parent & Teacher Association (PTA)
- Member: Region 7 Transfer Center Directors Group
- Member: (NACAC) - National Association for College Admission Counseling
- Member and Past Chair, Treasurer, Secretary: Southern California Intersegmental Articulation Council (SCIAC) a professional organization for articulation officers across the four segments of California higher education (CCC, CSU, UC and private).
- Founding member and Historian: IGETC Standards Committee

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 SMC Transfer Center Director, Articulation Officer, Transfer/Articulation Specialist, and Completion Counselor enjoy a strong and collaborative working relationship with each other and affectionately refer to themselves as "Team Transfer." However, they are quick to recognize that the entire SMC campus community (students, administrators, faculty, and classified staff) contributes to the execution of transfer support services at SMC. The following are examples of Team Transfer's collaborative efforts with other faculty and staff in other programs/areas on campus:

- Counseling 20 courses - "Habits of Highly Successful Transfer Students" presentations
- English Faculty and Supplemental Instruction/Tutoring Programs - writing support for students writing personal statements for transfer
- Office of Alumni and Campus Relations - Annual "SMC Everywhere" event for transferring students
- SMC Facilities - securing classrooms for transfer workshops and events
- Associated Students - Voter Registration and Cal Fresh tables during the College Fairs
- Art Department - Glass pumpkin sales on college Fair days
- Latino Center/Adelante Program - Taco booth for club fundraising during a College Fair
- Marketing Department - Promotion of transfer workshops and events on social media and transfer webpage redesign and updates
- Accounts Payable - Payment of vendors for catering and rentals on College Fair Days and CSUN Day
- Library Faculty - computer lab reservation for application workshops and on-site admission events for 4-year institutions
- Scholars Program - year-round counseling support for LMU at SMC Pathway Students and the coordination of UC Application workshops in the Fall
- Alpha Gamma Sigma - Student Volunteers to assist on College Fair Days
- Reprographics - Reproduction of flyers/materials for transfer workshops
- Admissions & Records - Evaluation and certifications for transfers
- Campus Police - Parking support for College Fairs and weekly campus visits/special events for 4-year partners
- EOPS/CARE/CalWorks - Transfer workshops provided

While not exhaustive, the list above highlights examples of the collaborative efforts between the Transfer Center and other programs and departments on campus.

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].

Over the years, the number of four-year colleges and universities attending the SMC Transfer Fairs has grown and having a variety of institutions present provides great transfer options for SMC students and supports our transfer brand. However, the rental and delivery expense for tables, chairs and umbrellas for the fairs has also increased. An increase in district funding for rentals would help the Transfer Services team maintain a top-notch fair experience without having to transfer funds from equally important areas within our district budget to do.

The Transfer Services team would also like to work with Institutional Research to integrate transfer workshops into Tableau and help us identify if students that attend transfer workshops also participate in special programs on campus. Being able to run analytics in Tableau and better understand the students that attend transfer workshops would help the transfer services team strategize more effectively with on-campus partners and enhance transfer programming to SMC students.

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

The Transfer Services team received (3) new laptop computers in 2017 and they are used for important transfer-related services such as the Completion Counselor's bi-weekly "Transfer Corner" sessions in the cafeteria and for the MyCap course evaluation project being completed by the Articulation Offer and another full-time transfer counselor assisting with the project. The acquisition of (2) additional laptops could be used for additional needs such as the utilization of technology to check students into workshops (process to be revisited in the near future) and other departmental needs as they arise such as check-in during VIP Day.

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].

The Transfer Services team could be enhanced with increased human capital such as another Completion Counselor adjunct position. Survey results show value in the resources provided by the Completion Counselor but she is limited in the services she can provide in only 18 hours/week. Having another classified staff person join the team would also be helpful because the duties and responsibilities of the current classified team member have increased over time without any additional support. If added, these two team members would help carry out tasks that aren't currently feasible due to limited human capital.

In addition, professional development and workshop training for members of the Transfer Services Team in the area of media and graphics would be helpful so that the team can create or work with the SMC marketing department to develop flyers, posters, and other tools to help market important transfer-related activities and tools to students and community partners.

4. List all current positions assigned to the program.

Transfer Faculty Leader (32 hours/week)

Articulation Officer (32 hours/week)

Transfer/Articulation Specialist (40 hours/week)

Adjunct Completion Counselor (18 hours/week funded 100% by SEAP)

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 **California Board of Governors Vision for Success** outlines goals for all California Community Colleges to achieve over the next 5 to 10 years. The goals are based on concerns such as the fact that many California community college students fail to complete a transfer goal or they take too long to do so and accumulate too many units along the way. The achievement gaps that continue to exist for certain student populations is another concern. To overcome these challenges, the system hopes to see **over five years, an increase by 35% in the number of California community college students system-wide transferring annually to a UC or CSU.** The board also hopes to **decrease equity gaps by 40% within 5 years** and **eliminate all equity gaps within 10 years**.

To accomplish these goals at SMC, the Transfer Services Team plans to work with other special programs and departments on campus (e.g. EOPS, Black Collegians, FYE/Outreach) to more aggressively promote the creation of Transfer Admission Planner (TAP) accounts to students interested in transferring to a UC. TAP accounts are an online tool created by the UC system that helps community college students track and plan their coursework and it is how eligible students submit a Transfer Admission Guarantee (TAG) application to one of the six participating UC campuses. We will increase our marketing efforts on the SMC website, via social media, and during all UC related transfer workshops.

To help increase the number of students transferring to the CSU system, SMC continues to add to the list of ADT's available to SMC students and we plan to incorporate more information and slides about Associate Degrees for Transfer (ADTs) into all CSU-related transfer workshops and invite CSU representatives from local campuses to co-facilitate CSU application workshops in the fall. We will also introduce CSU representatives from strategic campuses to Faculty Leaders for various special programs at SMC (e.g. International, VRC, STEM, etc.)

The overarching counseling department at SMC is also in the process of re-organizing around "Areas of Interest" and administrator, faculty and staff representatives from across the campus are in the process of creating "Care Teams" that will provide guidance and support to students on multiple levels. The activities planned above are intended to increase the number of transfers to the UC and CSU systems, help build strong communities of care to minimize and eventually eliminate equity gaps for students in special populations, and help SMC students clarify a path, get on a path, stay on a path and ensure that learning is taking place so their transfer goals can be realized.

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].

As referenced in Area G1, additional laptops could aid the Transfer Services Team in providing support services to students. Examples of how laptops are used include the Completion Counselor helping a student create a UC TAP account during a "Transfer Corner" session in the cafeteria which can help increase the number of SMC transfers to a UC.

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].

Please see area G1.

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

As evidenced by data, the Completion Counselor position adds value to transfer students on campus. However, the Completion Counselor position is entirely funded through SEAP funding which makes it vulnerable from year to year depending on allocations allowed. It is hoped that we will continue to receive funds that allow this position to continue and perhaps be enhanced through additional hours allocated.

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

The majority of transfer-related events and workshops on campus are planned and coordinated by a small team of individuals. However, this small team of individuals is able to function efficiently and effectively because of their partnerships and cultivated relationships with supportive individuals, programs and departments across campus and in the education community.

This is the first time that Transfer Services has been asked to complete a 6-year program review report separate from the overarching Counseling Department. While completion of the report was challenging because there was no previous report to reference, it has been a positive experience because it required the team to reflect on activities completed in recent years and it also served as a point of reflection for the Transfer Center Director following her third year in the position.

The key conclusions from this program review include:

1. Collaboration and support from other departments and programs on and off campus is critical to the success of transfer services and activities offered to SMC students.
2. Brainstorming and new approaches to student transfer needs is important and should remain a goal of the program going forward.
3. A culture of respect and appreciation amongst team members and towards our students, colleagues, and university/community partners should remain at the core of the transfer services team.

Examples of new programs/areas where a collaboration could benefit transfer students on campus include Financial Aid and the English and Writing & Humanities center on campus since many transfer students have questions about financial aid and they desire increased help with drafting their personal statements.

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

I became the Transfer Center Director with little training, but I am fortunate to work alongside my predecessors and they have been helpful and tremendously supportive which I appreciate. Stepping into this position is the result of succession planning which is a concept that should be utilized more across campus to increase the availability of employees who can assume roles as experienced faculty and staff members leave or move towards retirement. I would also like to acknowledge the tremendous respect and appreciation I have for the Articulation Officer and the Transfer/Articulation Specialist, both of which have been in their roles for many years and bring a wealth of wisdom, experience and "institutional memory" to the transfer program at SMC. I have also been blessed to work with two amazing adjunct counselors who have served in the Completion Counselor position during my tenure. Both have contributed wonderful energy and ideas and provided the perfect balance to the transfer services team. The Transfer Services Team also appreciates the students that we are able to serve and support every day. Providing and coordinating transfer activities at SMC is a major responsibility and it is an honor to help SMC students realize their transfer goals.

Evaluation of Process

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

The Program Review Process, although arduous, provided an opportunity for the transfer services team to reflect on the work that we do within the context of data instead of solely based on anecdotal observations and feelings. This report will now provide a base for the annual reports and program planning moving forward. I appreciated the assistance provided by the Institutional Research team in providing data and assisting in the interpretation and understanding of the data. My only constructive feedback on the process would be to revamp some of the questions that are somewhat repetitive.

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

APPENDIX A

Table 1. Total Number of Attendees

Fall 2015 to Spring 2016		# of Students
Overall Attendance		**3,641**
	Fall 2015	3,020
	Spring 2016	621

Table 2. Number of Attendance by Topic

Workshop Topic	# of Students
CSU Application Workshop	604
UC Personal Statement Tips & Strategies	521
UC Application Workshop	465
How to Transfer to UC Schools	414
TAG Programs (Transfer Admission Guaranteed)	406
Panic Room	291
Open Lab to Fill Out Transfer Applications	183
Applying to Elite Universities	154
Applying to Private Universities (USC, LMU, etc)	148
Applying to California State Universities	124
Best Schools for Business	103
Am I Taking the Right Classes to Transfer (CSU or UC)	89
Application Workshop	80
Common Application Workshop	30
Financial Aid	18
How to Appeal Admission Rejections	11

Table 3. Fall 2015 Number of Attendance by Topic

Workshop Topic	# of Students
CSU Application Workshop	604
UC Personal Statement Tips & Strategies	521
UC Application Workshop	465
Panic Room	291
TAG Programs (Transfer Admission Guaranteed)	244
How to Transfer to UC Schools	233
Open Lab to Fill Out Transfer Applications	183
Applying to Private Universities (USC, LMU, etc)	148
Application Workshop	80
Best Schools for Business	76
Applying to Elite Universities	64
Applying to California State Universities	59
Common Application Workshop	30
Am I Taking the Right Classes to Transfer (CSU or UC)	22

Table 4. Spring 2016 Number of Attendance by Topic

Workshop Topic	# of Students
How to Transfer to UC Schools	181
TAG Programs (Transfer Admission Guaranteed)	162
Applying to Elite Universities	90
Am I Taking the Right Classes to Transfer (CSU or UC)	67
Applying to California State Universities	65
Best Schools for Business	27
Financial Aid	18
How to Appeal Admission Rejections	11

Table 5. Fall 2015 to Spring 2016: Gender

Gender	# of Students	Percentage
Fall 2015 to Spring 2016	2,169	100.0%
Male	1,022	47.1%
Female	1,147	52.9%

Table 6. Fall 2015 to Spring 2016: Residency

Residence Status	# of Students	Percentage
Fall 2015 to Spring 2016	2,169	100.0%
Resident	1,516	69.9%
Out of State	135	6.2%
Resident of a Foreign Country	518	23.9%

Table 7. Fall 2015 to Spring 2016: Ethnicity

Ethnicty	# of Students	Percentage
Fall 2015 to Spring 2016	1,989	100.0%
African American	99	5.0%
Asian/Pacific Islander	528	26.5%
Hispanic/Latino	754	37.9%
Native American/Alaskan N.	1	0.1%
White	543	27.3%
Multiracial	64	3.2%

Table 8. Fall 2015 to Spring 2016: Enrollment Status

Enrollment Status*	# of Students	Percentage
Fall 2015 to Spring 2016	2,169	100.0%
First-Time Student	376	17.4%
First-Time Transfer	137	6.3%
Returning	82	3.8%
Continuing	1,561	72.2%
K-12 Special Admit Student	5	0.2%

Demographics are unduplicated*

* Enrollment Status Definition

First-Time Student	*A student enrolled in college for the first time after HS*
First-Time Transfer	*A student enrolled at the reporting college for the first time from another college/university*
Returning	*A student enrolled at the reporting college after an absence of one or more primary terms*
Continuing	*A student enrolled in the current session and was enrolled in the previous regular session*
K-12 Special Admit Student	*A special admit student currently enrolled in K-12*

Figure 1. Gender Comparison
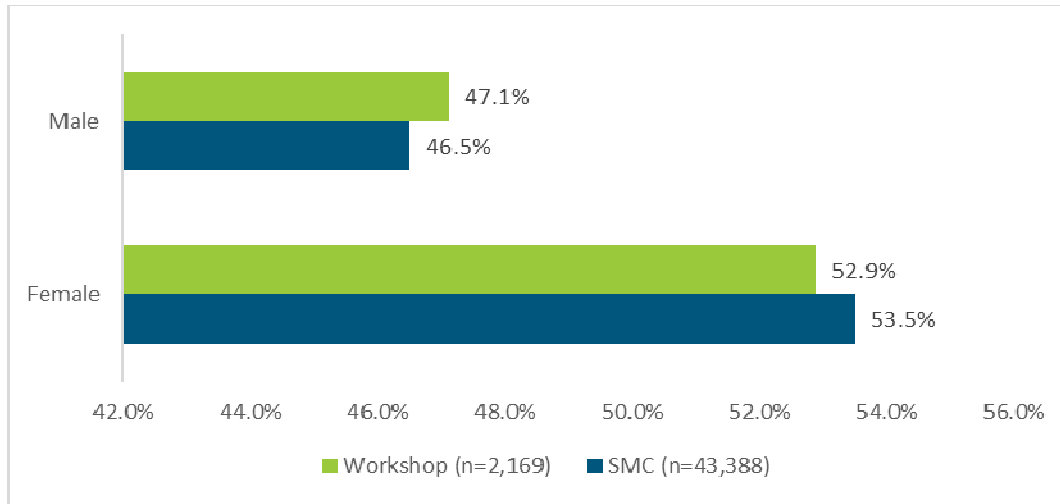
Figure 2. Ethnicity Comparison
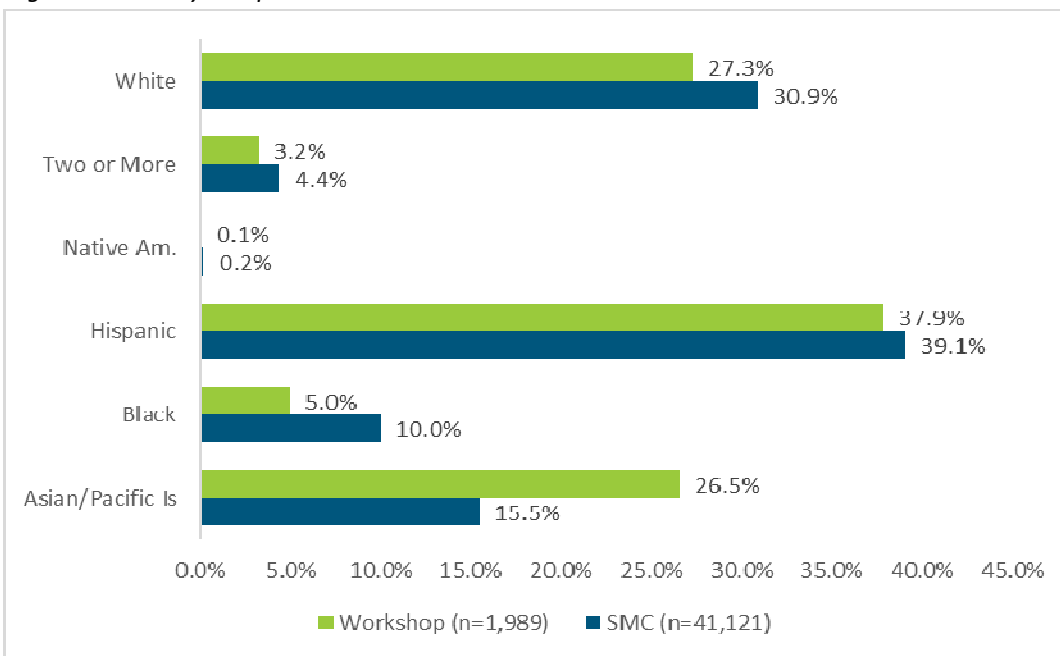
Figure 3. Residence Status Comparison

Resident of a Foreign Country — 23.9% (Workshop), 10.4% (SMC)
Out of State — 6.2% (Workshop), 6.4% (SMC)
CA Resident — 69.9% (Workshop), 83.2% (SMC)

0.0% 20.0% 40.0% 60.0% 80.0% 100.0%

■ Workshop (n=2,169) ■ SMC (n=43,456)
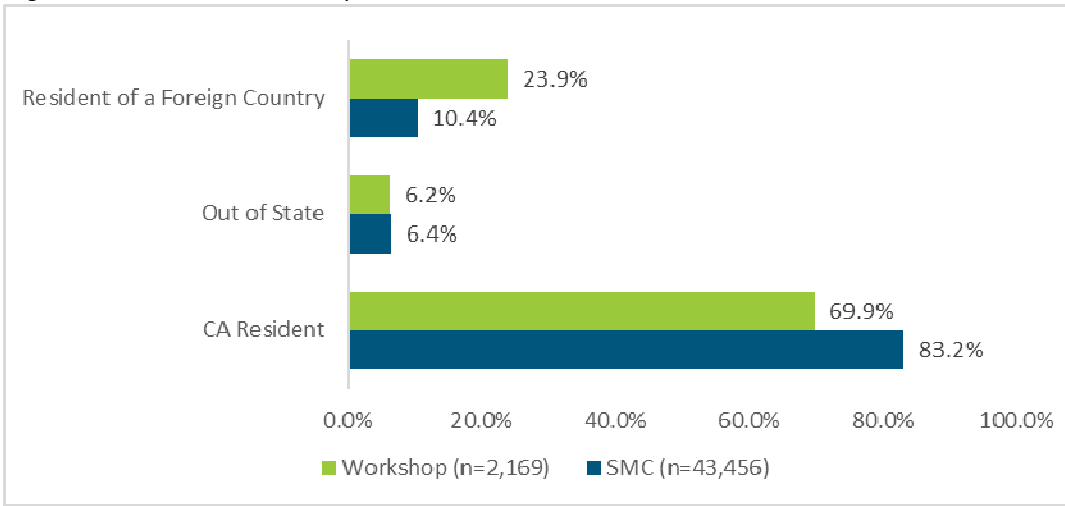
Figure 4. Enrollment Status Comparison

Returning Student — 3.8% (Workshop), 13.2% (SMC)
K-12 Special Admit Student — 0.2% (Workshop), 3.2% (SMC)
First-Time Transfer Student — 6.3% (Workshop), 13.7% (SMC)
First-Time Student — 17.4% (Workshop), 6.3% (SMC)
Continuing Student — 72.2% (Workshop), 63.5% (SMC)

0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0% 80.0%

■ Workshop (n=2,161) ■ SMC (n=43,452)
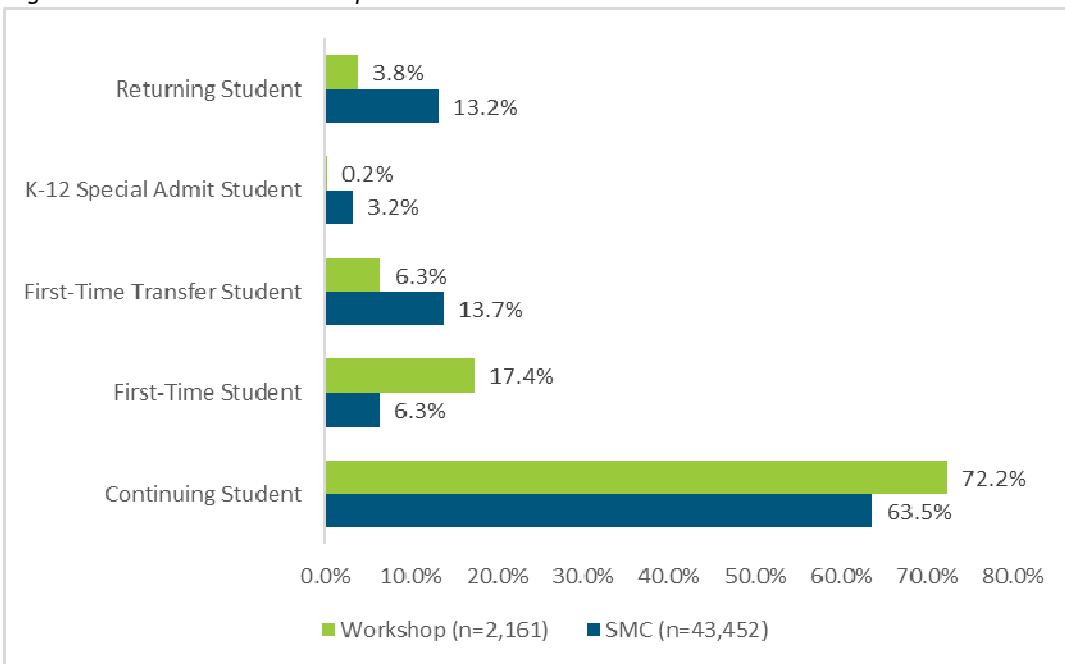
APPENDIX B

Transfer Workshop Feedback Spring 2018

1) What was the title of the workshop you attended?

2) Based on your experience at the workshop, how much do you agree with the following statements? Check one box per row.

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree
The workshop topic was relevant (important) to me.						
I learned at least one new thing about transfer and the transfer process at the workshop.						
After participating in the workshop, I am more confident in my ability to successfully transfer to a 4-year college or university.						
My transfer-related questions were answered during the workshop.						
The presenter was knowledgeable about the workshop topic.						
Overall, I am satisfied with the workshop.						

3) The workshop length was:

☐ Too short

☐ Too long

☐ Right length

4) Would you recommend this workshop to other students?

☐ Yes

☐ No

☐ Maybe

5) Please provide any additional comments you may have about the workshop, including what we are doing well and any suggestions for improvement.

APPENDIX C

Completion Counseling Follow-up Survey 2017-18

1. During the 17-18 Academic Year, did you:

	Yes	No	Responses
Receive a call or email from the Completion Counselor?	33.1 % 684	66.9 % 1,382	2066
Attend a Saturday Workshop?	5.3 % 108	94.7 % 1,924	2032

2. As a result of my call, email, or workshop did you:

	Yes	No	Responses
Attend a Saturday Workshop?	10.9 % 77	89.1 % 628	705
Attend a Weekday Workshop?	33.0 % 233	67.0 % 474	707
Meet a required deadline for transfer?	44.7 % 315	55.3 % 389	704
Schedule an appointment with a counselor?	67.8 % 487	32.2 % 231	718

3. As a result of a call, email, or workshop from me, do you feel more knowledgeable about the transfer process?
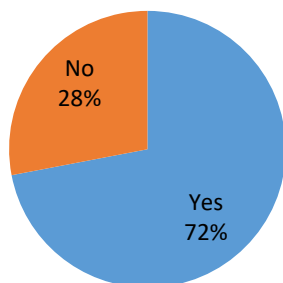
Value	Percent	Count
Yes	71.7%	516
No	28.3%	204
Totals		720

4. As a result of a call, email, or workshop from me, do you feel you are closer to transferring?
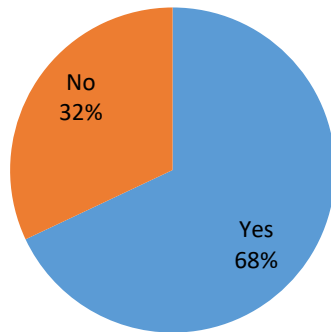
Value	Percent	Count
Yes	68.2%	488
No	31.8%	228
Totals		716

5. How would you prefer to receive information about transfer? (Check all that apply.)
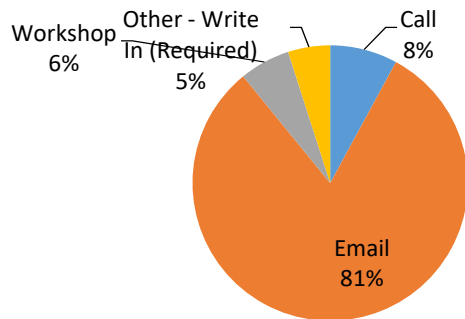
Value	Percent	Count
Call	7.8%	161
Email	81.7%	1,686
Workshop	5.6%	116
Other - Write In (Required)*	4.9%	102
Totals		2,065

*Most of the 'Other - Write In' responses also reflected a preference for "all of the above", "Meeting/appointment" etc. or specified that they weren't interested in transferring.

6. Please tell me what you found most useful about receiving contacts from the Completion Counselor.

The largest group shared that they found the information on how the transfer process works. Many students also specifically called out workshops and the date/deadline reminders as helpful. Some students said that receiving reminders about transfer reminded them what they were working toward and/or how close they were getting.

7. Did you submit a transfer application during Fall 2018?
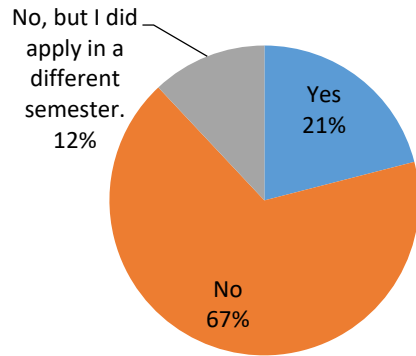
Value	Percent	Count
Yes	21.1%	438
No	67.1%	1,393
No, but I did apply in a different semester.	11.8%	245
No, but I did earn a degree or certificate.	0.0%	0
Totals		2,076

8. Where did you apply to transfer to? (Check all that apply.)
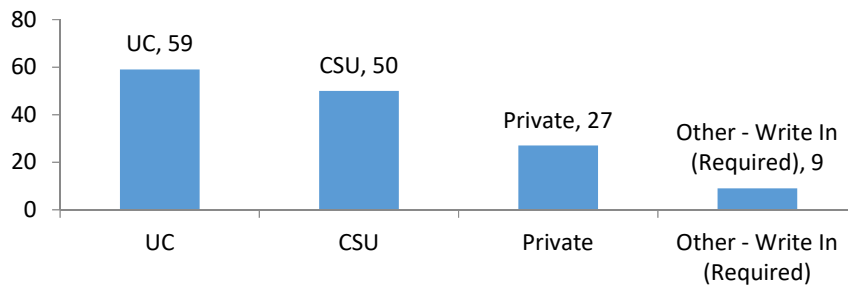
Value	Percent	Count
UC	59.0%	258
CSU	50.3%	220
Private	26.8%	117
Other - Write In (Required)	9.4%	41
Totals		437
Responses"Other - Write In (Required)"	Count	
Left Blank	2042	
ASU	1	
Academy of Art	1	
Arizona State University, University of Hawaii Manoa	1	
Arizona State, Oregon State	1	
Asu	1	
Canadian Universities	1	
Colorado State University	1	

Columbia University	1	
Elac	1	
HBCU	1	
lvc	1	
LA trade tech	1	
Lincoln university	1	
Loyola Marymount University and Savannah College of Art and Design	1	
McGuil University	1	
Medical School	1	
No where	1	
Northwestern University	1	
Oregon State University.	1	
Out of State	1	
Out of state	1	
Out of state public	1	
Queens college, New York	1	
Rutgers, Purdue, University of Arizona, Oregon State University, Montana State University	1	
SCAD	1	
The New School	1	
UCF	1	
UH Manoa	1	
UNC, Appalachian State	1	
UND	1	
UT Austin	1	
Ucla	1	
University of Amsterdam	1	
University of Nevada, Las Vegas	1	
University of Oklahoma	1	
West LA College Dental Hygiene Program	1	
West LA Dental Hygiene	1	
West Los angeles	1	
fullerton University	1	
lmu	1	
I just started the application, i dont think i have enough major classes done to transfer. But am still gonna apply but i might end up staying an extra year. It depends	1	

9. Did you obtain information and/or resources that assisted you with the submission of your transfer application(s) from a call, email, or workshop from the Completion Counselor (Daniella)?
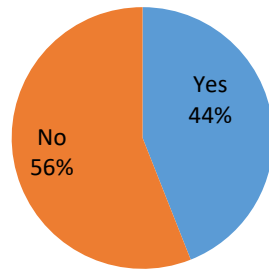
Value	Percent	Count
Yes	44.0%	298
No	56.1%	380
Totals		678

10. Why did you not apply for transfer in Fall 2018? (Check all that apply.)
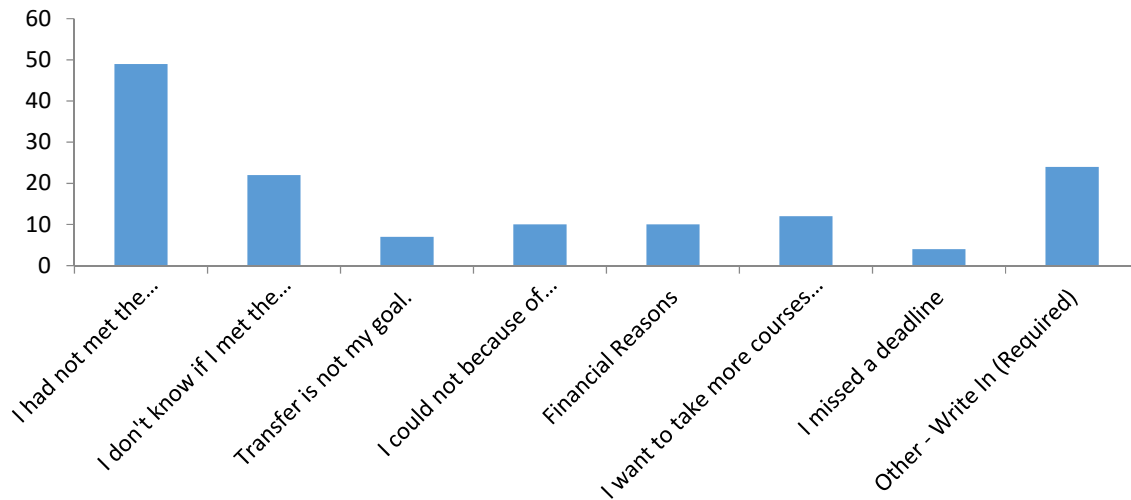
Value	Percent	Count
I had not met the requirements for transfer.	48.5%	787
I don't know if I met the requirements for transfer.	22.1%	359
Transfer is not my goal.	7.0%	113
I could not because of external factors (Work, Family, Illness, etc.)	9.8%	159
Financial Reasons	10.4%	168
I want to take more courses than the requirement before transferring.	12.5%	202
I missed a deadline	3.5%	57
Other - Write In (Required)*	23.6%	383
Totals		1,622

*The majority of write-in responses specified that they had transferred during a different term, followed by those who planned to apply at the next opportunity, and finally those who did not yet meet the requirements for transfer.

11. Were you admitted for Fall 2018 Transfer?
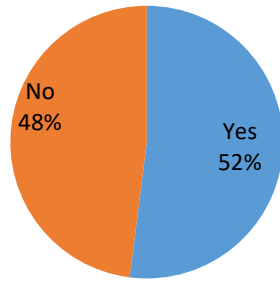
Value	Percent	Count
Yes	52.3%	228
No	47.7%	208
Totals		436

12. Did you accept admission at a four-year institution for the Fall 2018 term?
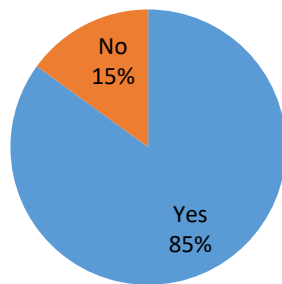
Value	Percent	Count
Yes	84.7%	194
No	15.3%	35
Totals		229

13. Where were you accepted? (Check all that apply.)
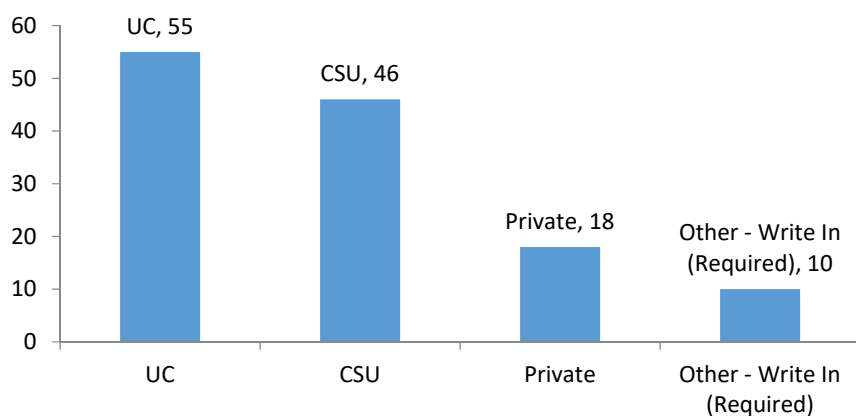
Value	Percent	Count
UC	55.0%	122
CSU	46.0%	102
Private	18.0%	40
Other - Write In (Required)	9.9%	22
Totals		222
Responses"Other - Write In (Required)"	Count	
Left Blank	2061	
Academy of Arts	1	
Arizona State University	1	
Canadian Universities	1	
Columbia University	1	
Elac	1	
I didn't get any acceptance	1	
Ivc	1	
Lincoln university	1	
Loyola Marymount University and Savannah College of Art and Design	1	
None of this	1	
Pennsylvania State University	1	
Queens college, New York	1	
Rutgers, University of Arizona, Montana State University	1	
UCF	1	
UH Manoa	1	
UT Austin	1	
Univerisity of Oklahoma	1	
University of Illinois at Chicago	1	
West LA	1	
West LA College	1	
West Los angeles	1	
West Virginia School of Osteopathic Medicine	1	

14. Did you enroll at a four-year institution?
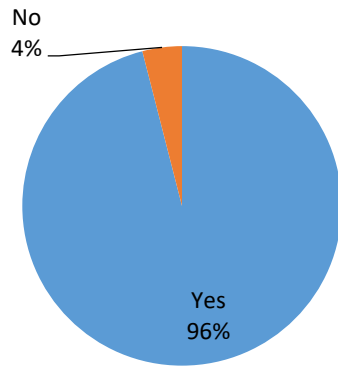
Value	Percent	Count
Yes	96.4%	187
No	3.6%	7
Totals		194

15. Where are you currently enrolled?
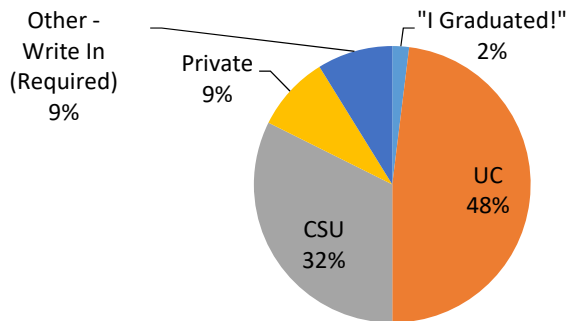
Value	Percent	Count
"I Graduated!"	1.6%	3
UC	48.7%	91
CSU	32.6%	61
Private	8.6%	16
Other - Write In (Required)	8.6%	16
Totals		187
Responses"Other - Write In (Required)"	Count	
Left Blank	2067	
Columbia university	1	
Lincoln university	1	
Medical school	1	
Out of state public	1	
Pennsylvania State University	1	
Queens college, New York	1	
Rutgers University-New Brunswick	1	

SMC	1	
SMC, applying for transfer at the moment	1	
Still at SMC applying for transfer	1	
UH Manoa	1	
Ucf	1	
University of British Columbia	1	
West La Dental Hygiene	1	
smc	1	
I was unfortunately unable to attend due to lack of funds with my loans. I plan to attend the winter session and then transfer in the Spring 2019	1	

16. Was the Completion Counselor helpful in your application/transfer Process?
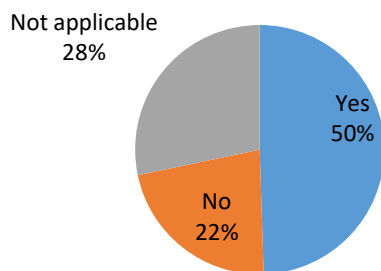
Value	Percent	Count
Yes	49.2%	92
No	22.5%	42
Not applicable	28.3%	53
Totals		187

17. Why did you decide not to enroll in the four-year university you accepted at?

Count	Response
1	Application not open yet
1	Because I changed my mind about the school
1	Because I wanted to attend a cal state
1	Had to retake math 54 so couldn't transfer
1	I am in the process of enrolling
1	I had family issues that made a huge impact on me and my grades so I was not able to enroll.
1	It is still my first year

18. Have you enrolled in any classes at a Community College in Fall 2018?
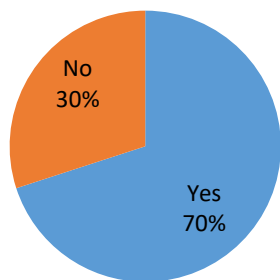
Value	Percent	Count
Yes	69.9%	1,453
No	30.1%	625
Totals		2,078

19. Have you enrolled in Community College classes at: (Please choose all that apply.)
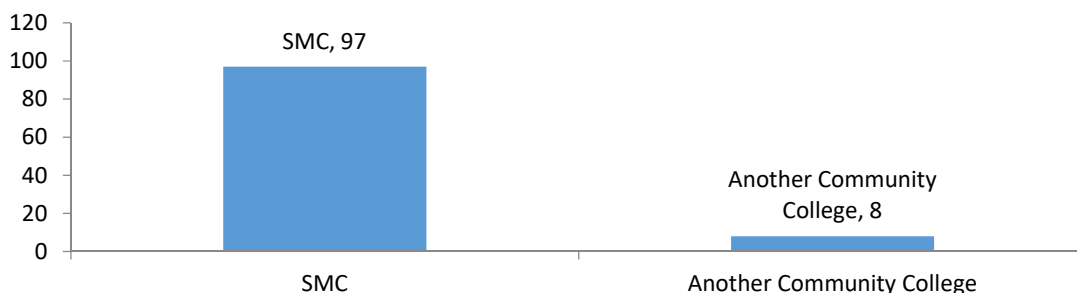
Value	Percent	Count
SMC	97.3%	1,404
Another Community College	7.7%	111
Totals		1,443

20. Keeping in mind that the Completion Counselor is meant to help with transfer issues, how can the completion Counselor assist you with your transfer progress?

The most common responses to this question fell into a few groups (in descending order):

1. Notification when all transfer requirements are met, or updates on which requirements are left to complete.
2. A desire for individual guidance on which classes should be taken and when.
3. An opportunity for one-on-one conversation about the students' individual needs, in person or electronically.
4. More communication (particularly email) about transfer requirements and deadlines.
5. Guidance on completing the application or application process, and/or someone to review the application before the submission deadline.

APPENDIX D

SANTA MONICA COLLEGE
TRANSFERS TO CALIFORNIA STATE UNIVERSITY BY CAMPUS
FULL YEAR STATISTICS 1995 -2017

YEAR	Bakersfield	Channel Islands	Chico	Dominguez Hills	East Bay	Fresno	Fullerton	Humboldt	Int'l Programs	Long Beach	Los Angeles	Maritime Academy	Monterey Bay	Northridge	Pomona	Sacramento	San Bernardino	San Diego	San Francisco	San Jose	San Luis Obispo	San Marcos	Sonoma	Stanislaus	GRAND TOTAL
1995 - 1996	0	0	5	74	4	4	14	9	0	120	62	0	5	424	25	0	5	21	49	9	7	3	9	0	849
1996 - 1997	3	0	3	68	3	2	15	11	0	115	96	0	1	416	31	5	7	24	44	8	12	1	6	1	872
1997 - 1998	2	0	2	67	5	2	16	3	0	89	79	0	0	359	41	0	5	10	30	4	5	2	7	1	729
1998 - 1999	2	0	3	64	4	0	15	2	0	99	101	1	4	403	27	5	3	17	32	7	8	2	2	1	802
1999 - 2000	1	0	3	93	2	4	24	4	2	162	99	0	1	449	31	1	4	18	43	12	7	2	2	1	965
2000 - 2001	2	0	3	80	3	1	19	6	0	119	98	1	1	486	34	1	3	16	26	6	4	0	2	0	911
2001 - 2002	2	0	4	60	6	0	24	7	0	145	135	2	5	513	36	4	2	14	30	6	6	4	1	0	1,006
2002 - 2003	2	2	0	74	6	2	12	6	0	171	120	0	3	517	26	2	1	15	33	5	3	3	4	4	1,011
2003 - 2004	5	4	4	92	3	1	14	8	0	138	159	0	4	595	25	3	1	11	40	7	3	1	2	1	1,121
2004 - 2005	4	7	5	97	4	5	23	10	0	170	199	0	3	606	40	6	7	9	46	6	6	2	1	0	1,256
2005 - 2006	7	3	5	78	2	2	28	7	0	151	193	1	1	651	46	5	3	21	39	10	7	2	3	1	1,266
2006 - 2007	2	2	5	68	0	4	30	9	0	139	148	1	3	576	53	2	3	21	41	7	2	1	2	2	1,121
2007 - 2008	3	6	5	75	8	1	25	10	0	143	159	0	8	592	39	6	2	34	48	8	0	1	3	3	1,179
2008 - 2009	4	6	3	74	3	1	21	6	0	100	157	1	2	510	41	9	4	15	37	11	1	1	4	0	1,011
2009 - 2010	3	1	0	91	3	2	19	2	0	69	91	0	0	401	27	6	2	7	43	3	3	3	2	2	780
2010 - 2011	4	6	3	102	5	1	17	7	0	148	146	0	1	514	26	5	8	19	32	4	1	3	2	0	1,054
2011 - 2012	6	9	8	97	8	1	9	14	0	114	162	1	5	554	27	5	7	9	34	11	13	3	2	1	1,100
2012 - 2013	6	11	2	69	5	0	31	9	0	164	107	2	2	357	33	0	2	11	28	6	6	0	2	1	854
2013 - 2014	4	13	6	113	7	1	21	12	0	158	149	0	4	423	38	5	0	16	21	18	9	1	3	0	1,022
2014 - 2015	6	18	7	116	7	6	19	19	0	187	229	2	7	434	40	13	5	14	43	10	5	4	3	1	1,195
2015 - 2016	7	14	15	123	7	1	33	21	0	192	146	1	4	448	45	5	6	15	61	18	0	2	2	1	1,167
2016 - 2017	13	10	6	125	6	4	35	19	0	162	186	1	3	376	55	5	5	13	36	12	5	1	1	2	1,081
2017 - 2018	6	15	15	122	11	2	29	19	2	167	234	1	2	387	43	14	9	14	47	19	4	5	3	2	1,172

SANTA MONICA COLLEGE
TRANSFERS TO THE UNIVERSITY OF CALIFORNIA BY CAMPUS
FULL YEAR STATISTICS 1995 - 2017

YEAR	Berkeley	Davis	Irvine	Los Angeles	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz	GRAND TOTAL
1995 - 1996	92	9	27	415	-	16	59	24	24	666
1996 - 1997	76	7	39	371	-	20	39	31	20	603
1997 - 1998	78	11	38	466	-	11	25	34	17	680
1998 - 1999	70	2	37	423	-	21	29	34	18	634
1999 - 2000	76	10	36	497	-	22	34	39	23	737
2000 - 2001	84	12	61	426	-	21	46	39	20	709
2001 - 2002	87	11	103	557	-	38	62	45	35	938
2002 - 2003	109	15	131	447	-	37	70	54	32	895
2003 - 2004	91	15	93	529	-	26	62	62	22	900
2004 - 2005	96	19	107	534	-	35	56	98	29	974
2005 - 2006	100	8	94	515	2	33	79	51	21	903
2006 - 2007	106	12	90	596	3	24	67	62	21	981
2007 - 2008	93	20	81	541	1	35	88	54	22	935
2008 - 2009	91	18	74	516	7	26	110	53	24	919
2009 - 2010	135	30	85	519	8	39	146	78	13	1,053
2010 - 2011	124	33	84	505	9	40	118	63	33	1,009
2011 - 2012	181	45	84	472	7	60	123	67	37	1,076
2012 - 2013	173	59	84	490	2	44	84	82	39	1,057
2013 - 2014	115	81	105	444	4	51	156	72	33	1,061
2014 - 2015	128	61	114	476	0	57	111	87	38	1,074
2015 - 2016	120	70	115	459	3	59	137	100	34	1,097
2016 - 2017	136	74	161	482	0	40	175	90	36	1,194
2017 - 2018	159	55	147	504	3	48	182	161	30	1,289

SOURCES: UC INFORMATION CENTER AND CSU ANALYTICS WEBPAGES

APPENDIX E

Fall 2018 Entering Transfer Class

New undergraduate transfer students	1,448
From California Community Colleges	49%
From UC or CSU	9%
From California Independent Institutions	7%
From U.S. Colleges Outside California	31%
From Colleges Outside U.S.	3%
From preferred European Institutions	7%
Average age on first day of USC classes	21
Scions (legacy students)	30%
First generation college goers	28%
U.S. Military Veteran	22
U.S. Military Active Service	2
U.S. Military Reservist / National Guard	4
U.S. Military Dependent	10

Gender
Female	51%
Male	49%

Race/Ethnicity
African American	4%
Latino / Hispanic	19%
Native American / Pacific Islander	<1%
Asian / Asian American	21%
Caucasian	38%
Multi-ethnic	5%
International (student visa holders)	11%
Ethnicity not reported	2%

Most Represented Sending Institutions
Santa Monica College, CA	146
Pasadena City College, CA	70
The American University of Paris, France	51
El Camino College, CA	41
Moorpark College, CA	38
Glendale Community College, CA	26
L.A. Pierce College, CA	26
College of the Canyons, CA	24
Irvine Valley College, CA	22
Mount San Antonio College, CA	22

Academic Distribution
Dornsife College of Letters, Arts and Sciences	38%
Marshall School of Business	22%
Viterbi School of Engineering	10%
USC's Arts Schools (Architecture, Cinematic Arts, Kaufman School of Dance, Dramatic Arts, Roski School of Art and Design, Thornton School of Music)	9%
Annenberg School for Comm. & Journalism	8%
Undeclared	5%
Price School of Public Policy	3%
Ostrow School of Dentistry (Dental Hygiene)	2%
Keck School of Medicine (Health Studies)	1%
Davis School of Gerontology	<1%

Pre-Professional Emphases
Pre-Accounting	7%
Pre-Law	9%
Pre-Medicine	8%
Pre-Health (Dentistry, Pharmacy, PT, etc.)	4%
Pre-Teaching	2%

	Fall Enrolls 1,448 62% yield	Fall Admits 2,338 24% admit rate	Fall Applicants 9,673
Mean transferable college GPA	3.70	3.74	3.46
Mean transferable semester units	45	46	46
From 2-year institution	53%	55%	58%
From 4-year institution	47%	45%	41%
From public institution	74%	75%	79%
From private institution	26%	25%	21%
From colleges in California	66%	64%	63%
From colleges outside CA, but in U.S.	31%	34%	34%
From colleges outside of the U.S.	3%	2%	3%
Different colleges represented	330	458	1,294

Cost and Financial Aid

USC practices need-blind admission. A student's ability to pay has no bearing on his or her admission.

USC has a long tradition of fully meeting the USC-determined need of undergraduates through a combination of need-based grants, Federal Work-Study and loans.

Over 60% of the incoming class received some form of financial assistance.

Although international students are not eligible to receive federal or USC need-based financial aid, they may be awarded merit scholarships and/or other departmental awards. Financial assistance is available for undocumented students who meet certain criteria; AB 540 students may be eligible to receive a Cal Grant.

Info Used to Determine Financial Aid Eligibility
- CSS Profile
- FAFSA
- Other specific information may be required, depending upon family's situation

2018-19 Undergraduate Annual Cost of Attendance
Tuition and fees	$56,225
Room and board	$15,395
Miscellaneous expenses and transportation	$2,005
Books and supplies	$1,200
Annual Total	**$74,825**

2019 Transfer Application Process

USC accepts the Common Application exclusively.

Required Application Materials
- Completed Common Application form
- Official transcripts from all colleges attended
- Official high school transcripts
- Essay and responses to short answer topics

Optional Application Materials
- Supplemental materials and/or auditions, depending upon major
- TOEFL, IELTS or PTE-Academic results required of international applicants whose native language is not English
- SAT or ACT results, if fewer than 30 transferable semester units have been completed

Important Dates and Deadlines

December 1, 2018
Application deadline for Cinematic Arts, Dance, Dramatic Arts, Iovine and Young Academy, and Music applicants

February 1, 2019
Application deadline for all other majors

February 13, 2019
FAFSA and CSS Profile due by this date for priority financial aid consideration

March 2, 2019
Deadline for Cal Grant application (CA residents only)

May 31, 2019
Transfer applicants receive a final decision, or a request for spring 2019 grades, by this date

August 21, 2019
New student move-in day
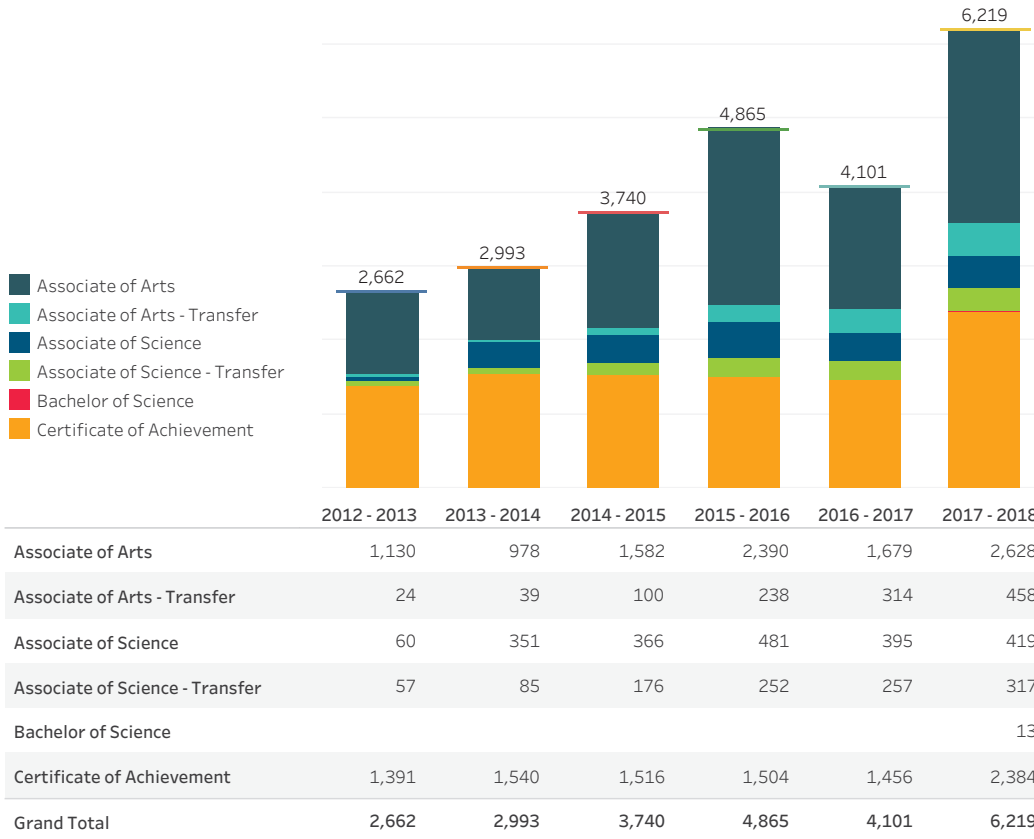
August 26, 2019
First day of fall 2019 classes

APPENDIX F

Institution Type	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
In State Privates	326	371	320	441	361	337
Out of State	344	380	399	403	394	378
CSU	1100	854	1022	1195	1167	1081
UC (Fall terms only)	1036	1032	1041	1074	1097	1196
Total Transfers	2806	2637	2782	3113	3019	2992

Award by Degree Type

The chart below shows breakdown of award by degree type. The numbers at the top indicate the total number of awards received in the last eight years by degree type. The percentage and counts in the color bars show the proportion of each degree type from the total award in the academic year.

	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
Associate of Arts	1,130	978	1,582	2,390	1,679	2,628
Associate of Arts - Transfer	24	39	100	238	314	458
Associate of Science	60	351	366	481	395	419
Associate of Science - Transfer	57	85	176	252	257	317
Bachelor of Science						13
Certificate of Achievement	1,391	1,540	1,516	1,504	1,456	2,384
Grand Total	2,662	2,993	3,740	4,865	4,101	6,219

Legend:
- Associate of Arts
- Associate of Arts - Transfer
- Associate of Science
- Associate of Science - Transfer
- Bachelor of Science
- Certificate of Achievement

APPENDIX G

Report for Transfer Workshop Feedback Spring 2018

Response Counts

Completion Rate:	**93%**	
	Complete	331
	Partial	25

Totals: 356

1. What was the title of the workshop you attended?

Value		Percent
Am I Taking the Right Classes to Transfer to CSU?		3.5%
Am I Taking the Right Classes to Transfer to UCs?		9.2%
Denied Admission? How to Appeal		1.9%
How to Transfer to CSU Northridge and Other CSUs		7.0%
How to Transfer to UCLA and other UCs		12.3%
How to Transfer to USC		0.6%
How to Transfer: Private Elite Universities		9.2%
I'm Admitted. I Have Financial Aid. How do I Choose Where to Go in Fall 2018?		3.2%
Nursing: The Transfer Option		8.5%
Show Me the Money! How to Pay for your Bachelor's Degree		11.7%
Transfer Admission Guaranteed "TAG" Programs		32.9%

2. Based on your experience at the workshop, how much do you agree with the following statements?

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	Responses
The workshop topic was relevant (important) to me. Row %	79.2%	15.7%	4.2%	0.3%	0.3%	0.3%	331
I learned at least one new thing about transfer and the transfer process at the workshop. Row %	79.1%	17.9%	2.4%	0.0%	0.0%	0.6%	330
After participating in the workshop, I am more confident in my ability to successfully transfer to a 4-year college or university. Row %	57.4%	31.6%	9.4%	0.3%	0.3%	0.9%	329
My transfer-related questions were answered during the workshop. Row %	65.8%	25.5%	7.6%	0.3%	0.0%	0.9%	330
The presenter was knowledgeable about the workshop topic. Row %	86.7%	12.1%	0.9%	0.0%	0.0%	0.3%	331

APPENDIX H

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	Responses
Overall, I am satisfied with the workshop. Row %	78.1%	18.8%	2.4%	0.0%	0.0%	0.6%	329
Totals Total Responses							331

3. The workshop length was:

Value		Percent
Too short		3.1%
Too long		2.8%
Right length		94.1%

4. Would you recommend this workshop to other students?

Value		Percent
Yes		93.9%
Maybe		6.1%

5. What other transfer-related workshop topics would you like to see offered in the future?

Response
n/a
None
Not sure

Response

TAG

UC transfer

"TAG" program

"UC Transfer"

*Stress importance to new students about Scholars program

?

A closer exploration or time steps necessary to get admitted into one of those UC campuses.

AP credits

About Private universities.

About how to apply to privates (like USC)

All the details to transfer

Already Offered

Application process in depth

BA to MSN

Best extra-curricular for a resume

Business and Economic workshops

CSU

CSU Dominguez Hills

CSU's Vs. UC's

Cal States

Cal-States

Differences between community college and university

Different variety of nursing schools/programs.

Diversity of Ethnicity/Race

Response

Done have one in mind; maybe offer a workshop like this for parents

Elements that may alter the ability for candidates to be admitted

Essay. Example.

Everything went well

Exact classes for UC/CSU Nursing Transfer.

Extracurriculars and how they apply?

Finance

Financial Aid at the four year university.

For essay lecture because I need to think about essay for UC's

For specific majors such as newly developed ones like Env science/studies.

Go over the ADT. I am already transferring to a 4-year institution even though I attend for EOPS credit. I just never knew about the ADT for certain major or TAG to privates.

Happiness is an inside job

How to Transfer to Out of State Universities

How to be more competitive (what kind of extracurricular activities helps)

How to fill in the CSU application.

How to finance a elite education.

How to find housing after transfer

How to find scholarships? Information on scholarships

How to get scholarships

How to make yourself look good on USC application or the USC essay.

How to pay for bachelor's degree more frequently; different times

How to tansfer to out of state

How to transfer out of state

How to transfer to CSU

Response

How to transfer to Private Elite Universities

How to transfer to out of state

I am not sure SMC does a great job of this already.

I am not sure this one was very helpful!

I would like to learn more about transferring specifically for someone pursuing a major in nursing.

I would like to see a transfer-related for private schools with more details.

I would like to see presenters of local and out of state universities

Interview Skills

Introduce scholarships program to apply to UCLA by using TAG

It's good.

Letter writing

Maybe major specific transfer requirement workshops

Maybe ones that focus on other private universities such as USC, NYU, etc.

Medical held careers

More GPA to competitive majors and requirements (UCLA)

More TAP & TAG workshops, and personal insight questions!

More about SMC programs that can help with transfers ie. AAT/Scholars Program

Move workshops related to transferring to art schools or art majors

No it's perfect!

Nothing

Nothing you guys have everything!

Nursing related

Other universities transfer options

Response

PTK

Pre-licensure route BSN/MSN

Private elite universities outside the us

Private out of state elite universities workshop

STEM majors transferring

Scholarship hunting

Scholarships and financial aid for universities.

Scholarships/Financial Aid

Specific major transfer to UC's

Specific/TAP Private out of state

Specifically UCLA workshop

Sports in higher levels

Student's with Bachelor Degrees.

TAG & Internship

TAG programs

TAG programs and other non-GPA activities we need to do to be more competitive.

TAP Workshops

TAP workshop

Talk about CSU schools

The in's and out's of out-of-state transfering.

They should have personal sessions with a counselor available specifically at this topic.

This same workshop is good

Tours to other college campus

Transfer of international coursework

Response

Transfer to Art schools

Transfer to out of state private universities.

Transfer to private school

Transferring to private universities.

Transferring to specific schools

Transfers to private universities.

UC application workshops, essay writing, etc.

UCLA & UC Berkeley transfer

Undecided Majors

Unsure

What are some require class to transfer

What to do if you're not the ideal candidate.

What to do with a lower GPA

Workshop in future transfer school life.

Workshop specific about employment opportunities in field of nursing

Workshops about different types of student loans (pros vs. cons)

Workshops about the majors.

Workshops on transfer related application process.

Workshops revolved around private schools in California nad Business schools.

a specific focus on certain universities individually

a step by step review of your finical aid award.

a workshop that goes through the loan process

about the TAG

all workshops are great

Response

any other workshop is going to help us.

application workshop/labs

application workshops

applying for scholarships, how to be a competitive applicant

art programs throughout the country

best extra carriculars for an application

cal state northridge

cal state universities applications process

csu

financial aid when you transfer

financially preparedness

graffiti art

housing options

how to apply for transfer

how to apply to uc, csu, privates

how to choose between schools that have offered you acceptance

how to pay for your education as an international student

how to transfer to a csu/ private (specific)

i would like to see info on writing essays

impaction and major impaction at csu's & uc's

life on campus at new school

major prep

maybe about academy like art schools

maybe for specific majors

Response

maybe more UC related classes, projects.

mental health help.

more scholarship workshops

n/a

ow to apply to UC's

private California colleges

ptk

scholars workshops

scholarship

scholarship websites.

specific institution (private elite) admission eligiblity ect.

specific schools of tag when to transfer

specifically TAG programs for Cal states

talk a bit about out of state/ out of country

tap

the process of the application

this course would be best if offered in fall

uc application workshop

uc writing essays

ucla, tap, more info

what scholarships are better.

workshops catered to ECE majors

6. Please provide any additional comments you may have about the workshop, including what we are doing well and any suggestions for improvement.

Response

n/a

Very informative.

None

Perfect!

A more further explanation on websites SMC has

All details about transferring to local LA-based schools (CSU, UCLA, Mount Saint Mary's) et. Just so we know local colleges policies. Great presentation, and Dan Nannini is the best and so well-informed and resourceful.

Awesome workshop

Be a bit more concise, information is on point though.

Can talk more about "how" instead of introducing universities for too long. It's great though.

Can you bring people from local universities? That would be helpful.

Clear presentation. She provided all information I needed.

Clear workshop full of valuable info.

Daniella is very knowledgeable and she's helped me to make up my mind. I've benefited a lot from the workshop.

Everything is good!

Everything was fine

Everything was understandable. All questions were answered.

Excellent!

Explaining differences between different CSU campuses

Explains to detail

Extremely Inforamtive, and great info speaker.

11

Response

Good overview of difference between the UC campuses.

Good presentation!

Good use of the SMC website-navigating to show us the transfer pages and deadlines

Great job and explaining TAG application process

Great job! I enjoyed the workshop

Great speaker! Knowledgeable.

Great workshop

Great!

Great! Thank you :)

Have some time at the end for questions

Having handouts was a great idea to have information on what to do next.

I came to counselor Galindo's work 3 times and he always improves the content of the workshop.

I learned a lot about how to transfer successfully.

I learned a lot and would not change anything

I learned a lot and would not change anything.

I learned a lot thanks

I learned a lot.

I learned more than expected it was a really good workshop

I like that the suggestions about "must pay attention!'

I think that the presenter was very helpful and knowledgeable. She answered all of my questions thoroughly and clearly.

I was very pleased with this workshop.

I'm lucky to be here because some information I didn't know

If there can be a workshop for TAG only for privates and international schools.

Improvements: Bigger room

Response

It was a great workshop I learned a lot

It was great thanks

It was great! Very informative!

It was great. Presenter was knowledgable

It was very informational, and easy to understand.

It was very organized and informative.

MA

Maybe talk a bit more about CSU

Mention how to check out a particular major/department at each potential school.

More detailed, specific on students needs.

More information about which schools can get second bachelor's degree for nursing program

More knowledge on individual schools we are transferring to.

Mr. Nannini was great!

Need to give more broad talk then power-point slide.

Nice lady who presented. Good attitude.

None @ the moment. Thank you!

Nothing

Nothing but thank you!!

Only about 45 longer and more organized.

Provide email

Seems very efficient and well planned

Students who went to other 4 year universities beforehand + unit limitations, but my questions were answered. :)

Talk about extra curricular activities to improve competitiveness.

Response

Thank you

The instructor was just not providing general information, he was giving us honest oponions from what he's seen in his experiance it was a very helpful workshop.

The instructor was nice, thank you!

The lecture is clear and undestandable.

The only improvement is to update the powerpoint.

The presentation overall was very informative.

The presentation was consise and helpful. greetly appricated.

The presenter for this workshop was amazing and definitely made me feel much better about the whole transfer process!

The presenter was very understanding and supportive at all questions

The workshop was very useful & I learned a lot of new things. Maybe talking a little louder would be helpful!

This was a great workshop that answered all my questions. It also gave me confidence about the deadlines I need to meet.

This workshop was clear and informative

To do another workshop for USC

Too much information on transferring units that you can just easily find out from counselors

Very clear and to the point

Very good communication, explained steps thoroughly. Very open to questions New information was great

Very helpful

Very informative

Website navigation

Workshops like this are extremely helpful Sara Nieves-Lucas is great.

You guys are doing great! :)

Response

again show where can we go and search for private scholarships.

does well on explaining impaction rates

everything was clear. Thank you.

good at explaining impacted majors

good in giving detail.

good information

great mentors

great workshop

i learned a lot and would not change anything

i learned new things about scholarships. we should know more about smc scholarships

i liked how she expressed how important it is to read the small details in agreements and highlights were really helpful

i loved the speaker

i think the speaker was great

i want to know more about "tag"ing to uc's

if i am leaving in spring when do i apply to schools and tag?

it was really good and I learned a couple of new things

it was very informative

it was well structured and well presented information

loved it

loved the speakers enthusiam for how she presented, i was considering dropping out but after attending this workshop for learning about the agreements i feel more ecouraged to keep going

more clear about how many schools you can tag to. just one school out of all universities? can we tag to one uc & one cal state one private or just one universtie out all uc, cal state, private & out of state

n/a. thank you!

nothing, everything in the workshop was very informative

Response

presenter was knowledgeable and had up to date information

speaker really knew what she was talking about

speaker was enthusiastic and well-informed

the counselor is very outgoing and explains everything so well

very clear, critical info. amazing workshop

very good presenter

very informative

very knowledgeable workshop, with valuable information

well done presentation

well-organized workshop

workshops are helpful.

APPENDIX I

Report for Transfer Workshop Feedback Fall 2018

Response Counts

Completion Rate:	**96%**	
	Complete	485
	Partial	20

Totals: 505

1. What was the title of the workshop you attended?

7% All Others

3% How to Transfer: Private Elite Universities

3% Nursing: The Transfer Option

10% Common Application Workshop

6% Show Me the Money! How to Pay for your Bachelor's Degree

9% Transfer Admission Guaranteed "TAG" Programs

18% CSU Application Workshop

24% UC Personal Insight Questions: Tips and Strategies

20% UC Application Workshop
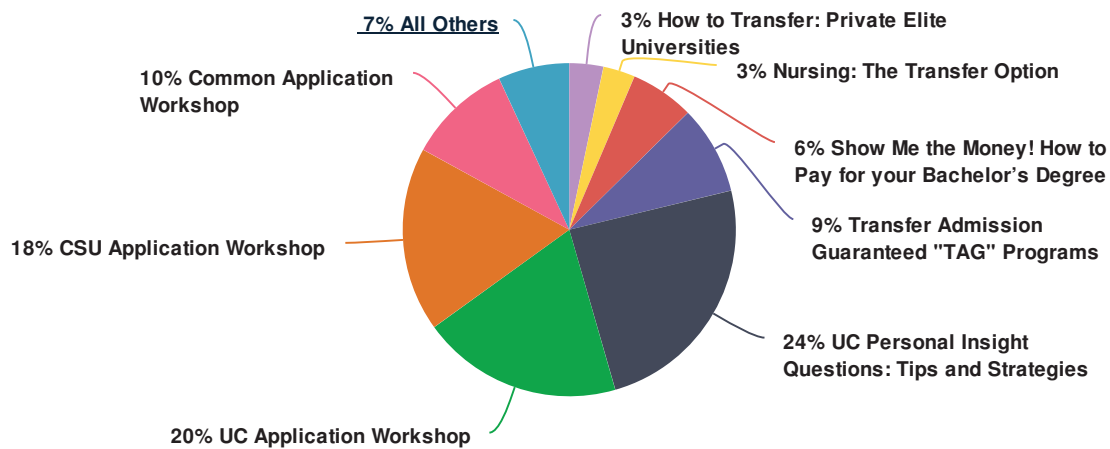
Value		Percent	Responses
How to Transfer: Private Elite Universities		3.3%	16
Nursing: The Transfer Option		3.1%	15
Show Me the Money! How to Pay for your Bachelor's Degree		6.2%	30
Transfer Admission Guaranteed "TAG" Programs		8.6%	42
UC Personal Insight Questions: Tips and Strategies		24.3%	118
UC Application Workshop		19.5%	95
CSU Application Workshop		17.9%	87
Common Application Workshop		10.1%	49
Am I Taking the Right Classes to Transfer to CSU?		1.2%	6
College Fair		0.2%	1
How to Transfer to CSU Northridge and Other CSUs		1.0%	5
How to Transfer to UCLA and other UCs		2.3%	11
Art School Panel		1.0%	5
How Can My Business Degree Make Me Money?		1.2%	6

Totals: 486

2. Based on your experience at the workshop, how much do you agree with the following statements?

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	Responses
The workshop topic was relevant (important) to me. Count Row %	403 83.1%	71 14.6%	9 1.9%	0 0.0%	0 0.0%	2 0.4%	485
I learned at least one new thing about transfer and the transfer process at the workshop. Count Row %	417 86.2%	56 11.6%	8 1.7%	0 0.0%	1 0.2%	2 0.4%	484
After participating in the workshop, I am more confident in my ability to successfully transfer to a 4-year college or university. Count Row %	312 64.5%	132 27.3%	33 6.8%	4 0.8%	0 0.0%	3 0.6%	484
My transfer-related questions were answered during the workshop. Count Row %	346 71.6%	108 22.4%	23 4.8%	2 0.4%	2 0.4%	2 0.4%	483

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	Responses
The presenter was knowledgeable about the workshop topic. Count Row %	434 89.5%	46 9.5%	3 0.6%	0 0.0%	0 0.0%	2 0.4%	485
Overall, I am satisfied with the workshop. Count Row %	396 82.3%	79 16.4%	3 0.6%	1 0.2%	0 0.0%	2 0.4%	481
Totals Total Responses							485

3. The workshop length was:

4% Too short

4% Too long
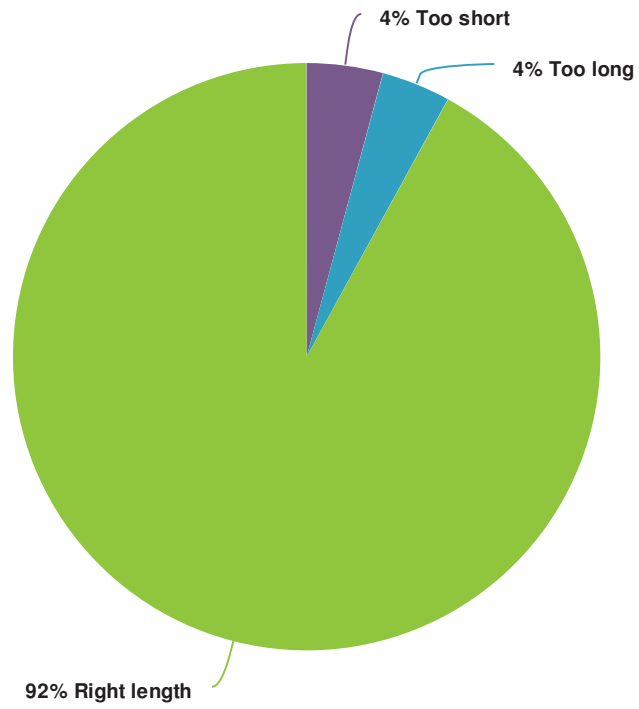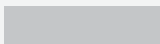
92% Right length

Value		Percent	Responses
Too short		4.2%	20
Too long		3.8%	18
Right length		92.0%	438
			Totals: 476

4. Would you recommend this workshop to other students?
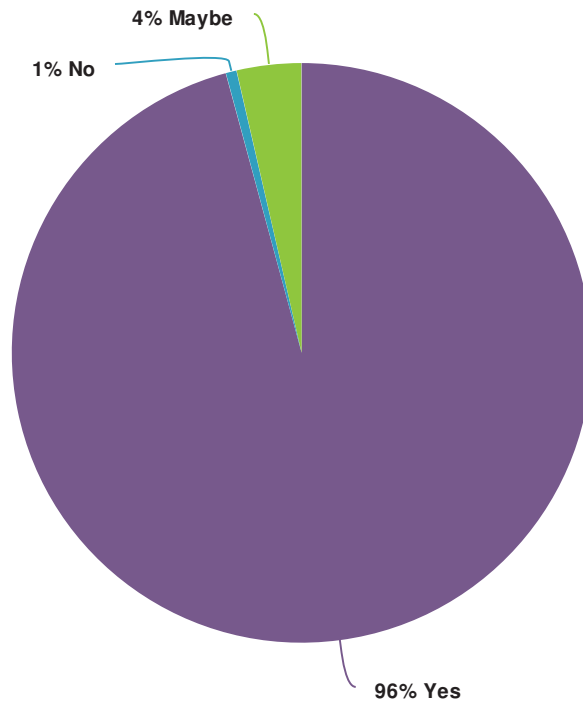
Value		Percent	Responses
Yes		95.8%	453
No		0.6%	3
Maybe		3.6%	17
			Totals: 473

5. What other transfer-related workshop topics would you like to see offered in the future?

Count	Response
4	TAG
3	UC Application
2	Unsure
1	-Workshops, tips, examples for each insight question. -It doesn't have to be long, but shortly talking about each question -Counselor have more ideas, than the English teacher to brainstorm.
1	A specific workshop on how to apply to USC
1	A workshop specifically on housing when applying out of home
1	A workshop that shows you exactly where to find scholarships and grants.
1	About CSU
1	About major and units required.
1	Access LMU visit Day
1	Actual application help
1	Addressing double majors/minors
1	Alternatives to two-year transfers
1	An essay revision/editing workshop
1	An example of the unofficial application, so we won't do the same.
1	An overall explanation (wider-review) of process.
1	Anxiety Management
1	Application
1	Application essay
1	Application workshop
1	Applications CSU/UC fee waivers
1	Are you taking the right class

Count	Response
1	Blue and gold applying, info, etc
1	Brainstorming ideas for each question as I think many of us have a hard time starting. I need people to ask me questions to get my mind going personally.
1	CSU Application
1	CSU application workshop
1	CSU mostly
1	CSU nursing application workshops
1	CSU transfer application
1	CSUN application/ scholarships
1	Cal grant info
1	California private schools
1	Cognitive science future
1	College life at 4-year universities
1	Common App
1	Common app
1	Common app essay help
1	Completing personal statements
1	Dating
1	Defining letters of recommendation
1	Details of transferring like activities, essays...
1	Discussion regarding specific animation for portfolio.
1	Do's and Don'ts of applying to UC's
1	Doesn't apply to me but maybe a workshop on how to dig for information on private schools would be helpful if there if isn't one already
1	EOP workshop

Count	Response
1	EOP, difference between CSU & UC
1	Engineering-Transfer websites
1	Essay prep or testing (SAT/ACT Prep)
1	Essay-focused workshops
1	Everything was fine
1	Everything was provided, thank you.
1	Examples on how to apply to a scholarship
1	FAFSA sign-up workshoop
1	Fashion college transfers
1	Few more CSU workshops/versatile hours
1	Financial Aid
1	Financial Aid programs for transferring
1	Financial aid for international students
1	Financial related questions for both US and international students. Maybe that otherwise I feel all my questions were answered.
1	Focused on essay's and personal statements
1	For game design
1	For international students
1	Forensics
1	GPA requirement for nursing, do you need all pre-requ. done before transferring to a nursing program?
1	Have more workshops @ different times!
1	Health-related majors transfer workshop
1	Honestly everything was spot on, the rest of my questions are for a counselor
1	Housing workshop

Count	Response
1	How can we get money like FASFA or scholarships.
1	How the common app might be related to any scholarships like the Jack Kent Cooke foundation
1	How to address gaps in education or low grades in application
1	How to apply to USC
1	How to break down chances of getting in.
1	How to discern in choosing what college, apply, as well, workshop in undecided major and help deciding when we have an idea.
1	How to figure out what school has your major and is a good school
1	How to fill out FAFSA form
1	How to fill out loan apps
1	How to full-out college application
1	How to prepare PIQ
1	How to seem more competitive to 4-year institutions
1	How to start applications
1	How to study at UC's
1	How to transfer to Stanford and SAT testing
1	How to transfer to private universities
1	How to transfer to privates
1	How to write a personal statement for an application
1	How to write personal statement
1	I can check out the campus too. if I want to go Cal State LA or CSUN.
1	I do not have any other transfer-related.
1	I found every transfer information sessions on the event calendar.
1	I have no comments
1	I want to see an app reader and what they do

Count	Response
1	I would like to see more of personal insight questions in the future
1	I would like to see perhaps a more recent applicant and give tips, and how to talk about minors
1	I would love to see workshop about how to apply to private school with more time and days
1	I would've liked some specific insight of the requirements listed.
1	Insight question
1	International
1	Just prerequs. workshop/pathways
1	Long labs for one-on-one UC application, TAG, TAP
1	Major specialized workshop
1	Major specific workshops
1	Maybe have a time where people can come and just ask questions
1	Maybe have workshops/events to alleviate Transfer-application stress.
1	More about financial aid
1	More help on PIQs, for instance see the rejected essays and accepted ones.
1	More in detail
1	More international workshops, major specific workshops
1	More lab time for applications
1	More nursing workshops please
1	More of these. Financial and and UC transfers
1	More workshop on UC personal insight questions: Tips and Strategies at 11:15
1	More workshops for applying to out of state schools
1	More workshops for out-of-state colleges
1	More workshops where you physically go through the application

Count	Response
1	N/A
1	None that I can think of at the moment
1	None that I can think of.
1	Not transfer related but please more workshops during 11:15-12:35 :)
1	Nothing
1	Nursing application
1	Once you're admitted, what classes to take.
1	One about international students
1	One on one help going thru the application step by step
1	PIQ individual brainstorm workshop with multiple counselors.
1	Perhaps more advanced workshop that address each PIQ
1	Personal Insight Questions
1	Personal insight questions.
1	Physical Theraphy
1	Post TAG/General application
1	Present more transfer school options with slightly more detail
1	Private Elite University
1	Psychology
1	Requirements by majors
1	Scholarship workshop
1	Scholarships
1	Scholarships and financial aid
1	Scholarships for student athletes.
1	Scholarships-where to begin

Count	Response
1	Specific to major
1	Step-by-step Transfer Process for (CSU) UC (USC) Private Universities
1	Strategies to successfully transfer to "rich" UC campuses
1	Strong majors of each university (UC/CSU, etc)
1	Student life workshops/out of state transfer.
1	Students from other schools (CCC)
1	TAG Program
1	TAG for AB540/undocumented students
1	TAG program, UC Personal Insight Questions & Tips
1	TAP (TAG)
1	Talk more about the process of application.
1	Talking to a representative of Harvard University
1	Technical aspects such as filling out applications
1	The other transfer-related workshop topics that I would like to see offered in the future is everything that I haven't learned yet.
1	The workshop I attended had a UCSB Rep. as a guest present. I found that very insightful. Maybe have more UC Reps. attend and answer questions.
1	This is already offered, but personal insight questions private and UC.
1	This topic strongly helped me.
1	Tips on what different universities favor
1	Tips/strategies for individual strategies
1	Transfer class focus
1	Transfer housing options
1	Transfer workshops to Ivy Leagues
1	Transfer-related workshop on other private universities (like NYU)

Count	Response
1	Transferred students for C
1	Transferring in spring
1	Transferring to international universities
1	UC Application key points
1	UC Application workshop
1	UC TAP/TAG
1	UC application
1	UC application workshop
1	UC personal insight question workshops
1	UC personal insight questions: tips and strategies
1	UC workshops
1	UC-Transfer
1	USC workshops
1	USC/Out of state schools application workshop
1	What is relevant apart from GPA
1	What makes you eligible and what makes you a candidate.
1	What programs can one join or clubs?
1	What to write when you have more work experience than in academics (like clubs, volunteer, etc)
1	When is the right time to submit transcripts?
1	When we can apply to TAG
1	Workshop concentrated to certain majors
1	Workshop for international student who already attend university in other countries for transfer
1	Workshops on pros + cons GPA years
1	Workshops specifically about the supplemental application.

Count	Response
1	Workshops with transfer counselor one on one time for your application
1	Writing personal statement
1	Writing workshop
1	Yes
1	You already offer everything I can think of.
1	You guys offer a lot.
1	any few waivers for applications?
1	everything is great no change
1	everything that you need to know is here
1	international student transfer/ scholarship
1	more options of time slots
1	more workshops on the UC insight question or have one of the admission people from the UC's to give tips
1	nothing, she answered all I needed
1	specially on UCLA
1	student housing
1	subject credit vs. PA credit for those students who have been here too long!
1	the open lab is a fantastic service

6. Please provide any additional comments you may have about the workshop, including what we are doing well and any suggestions for improvement.

Count	Response
3	Very helpful
2	N/A
1	-Info
1	A general 5-minute Q&A at the end of workshops?
1	A great detailed, and useful workshop than I was expecting.
1	Add one on one workshop
1	Adding personal examples was helpful. Thank you.
1	Allow multiple sign up sheets for quicker sign in :)
1	Already finished just need attend a workshop
1	Answering personal questions is always valuable, and the instructor did a great job in doing so. Thank you! :)
1	Appreciated all the information. Would've liked to see more resources to help for the Ivy transfer process.
1	Ask if any one has questions during
1	Being able to get this info before I apply for transfer was extremely helpful. I enjoyed the comparisons of schools!
1	Clear, friendly speaker
1	Counselor would relate students' questions to the whole room making it relate-able to everyone, which was extremely helpful.
1	Did well in giving example letters with costs
1	Distribute PowerPoint
1	Don't beat around the bush as much. Was basically a discussion at an online PowerPoint. Be concise.
1	Everything done well. By giving the students these workshops, access to the college info.
1	Everything is well, learned so much in a hour

Count	Response
1	Everything was great overall
1	Everything was informative and useful. No time was wasted.
1	Everything was perfect
1	Everything was well!
1	Excellent
1	Good
1	Good!
1	Great Job!
1	Great Speaker
1	Great counselor made a great workshop.
1	Great emphasis on step-by-step requirements.
1	Great explanation!
1	Great information! I appreciate that the resources used are available online
1	Great job!
1	Great overall
1	Great presenter
1	Great slide show and good explanation.
1	Great speaker/knowledgeable
1	Great timing and delivery
1	Great workshop to have some insight in the app. process.
1	Great workshop, very helpful.
1	Great workshop, very helpful. Thank you for your time. :)
1	Great workshop. Very detailed and super informative and helpful.
1	Great! You're amazing! Thank you so much!

Count	Response
1	Great! :)
1	Hard to find.
1	Having these workshops are very beneficial
1	He did great!
1	I am glad that there are many dates and opportunities to come to a workshop. presenter is very friendly as well
1	I appreciate that the instructor's presentation was wonderful
1	I believe improvement regarding financial aid can be improved. Bring more specific with numbers.
1	I enjoyed
1	I felt that despite feeling more encouraged, I was still being given the honest truth.
1	I found having a UC Rep. very helpful. The counselor speaking was lively and very very awesome.
1	I found this very informative and helpful. Thank you :)
1	I got like 3 or 4 or 5 classes left to graduate will I have enough credit to transfer to CSULA or CSUN.
1	I have no additional comments about the workshop. What you guys are doing well is everything. I have no suggestions for improvement.
1	I love how these are so many additional papers that help w/money, extra classes, tag program, etc. Very helpful!
1	I love that all the handouts and power point are also available online. Presenter was real and honest and not biased at all. I feel there was a lot of repetition.
1	I loved the workshop. It made me very confident.
1	I really enjoy that you answered questions!
1	I really enjoy the use of power-point and explaining what each slide is about.
1	I really thought this workshop was helpful! I know that now that the deadline is closer the workshop it was very general tips but I am really glad I attended this workshop
1	I strongly would like to know the transferring process step-by-step

Count	Response
1	I suggest that workshops which related to transfer should be much more promoted then low
1	I think it was a great workshop. Very well developed.
1	I think more time is needed for this workshop
1	I think the presentation was a good starting point for someone like me, who had no clue where to start on my application
1	I think the presentation was clear and easy to follow. Although I got a good amount of info out of it, I wish there had been more time to go further in depth on the UC TAG steps.
1	I think the topics covered were good. I just wish we talked about the cal grants a bit more (type A and B). I enjoyed that he sowed us the different types of aid letters. He was very informative and helpful.
1	I would like to meet with a counselor in career services
1	I'd like to see more open labs in the future if possible?
1	I'm glad there was this workshop a few days before the TAG is due, too.
1	If it is possible, I want to get the workshops with computers for commonapp.
1	If there was a workshop that really went into the specifics of each personal insight question that would be great. The workshop was great though.
1	Improvement would be doing the workshop on computer.
1	It helps!
1	It included all important information. The presenter was very knowledgeable and experienced.
1	It was full of great information
1	It was good
1	It was great!! Thank you!!
1	It was great, thanks.
1	It was helpful :)
1	It was helpful.
1	It was very helpful
1	Janet is the best of course!

Count	Response
1	Knowledgeable presenter and very interesting and informative information
1	Maybe have a morning section. I usually leave after my classes in the mornings and I suspect there are other students that would also benefit.
1	Maybe specifically mention the schools that ask for essays, letters of req.
1	More dates available for workshops
1	More great examples of student essays might help.
1	More in depth on how to fill out application.
1	No complaints here. Presenter had good energy and showed a strong understanding of the subject.
1	OK. So I came to the "How to Transfer: Private Elite Universities" workshop and was assaulted with unprofessionalism. I arrived ten minutes early and it was an utter waste of my time: The speaker did not attend, no email was sent regarding the cancellation, and I was disillusioned about the ability of SMC to provide valuable insight into the elite university transfer process. As a suggestion, please do not waste the time of the 14 SMC students that arrived on time in the hopes of improving their lives for the better—and especially not before finals. Thank you.
1	Patient. Clearly speech
1	Perfect job!
1	Perfect. just need more time
1	Perhaps have students bring in one pre-written question to edit
1	Please make sure all equipment work properly before workshop
1	Please offer more different time of workshop to avoid class time
1	Presentation was perfect
1	Presentations are great, but it may be helpful for those who are visual learners, to add short videos about the application process.
1	Presenter was well versed on the transfer process and was able to answer questions! Great workshop! Thank you! :)
1	Professor Knox was very clear and understandable! I listened very carefully and learned a lot.
1	Provided good information and had excellent flyers. It was also helpful to be shown where students can find this info online.

Count	Response
1	Questions, although important to answers, should not derail the conversation or take up time that could be used to go through the presentation. It'd be nice if questions that need more elaboration could be held until the end of the workshop
1	Really good and clear explanations!
1	Really helpful :)
1	Really informative and helpful. Gives me more tools for helping students with their transfer writing. Excellent!! (Caron Tate - IA English Department)
1	Repetition of important notes is recommended for future transfer workshops
1	She was resourceful and patrate to questions.
1	She was super helpful :) She was able to answer all of my questions!
1	She was very clear in addressing questions.
1	Should finish the whole speech then take questions
1	Show out of state UC.
1	So helpful, learned so much and had so many questions answered.
1	Speaker is well knowledged
1	Strong points: -Focused in the topic -Easy to understand
1	Thank you
1	Thank you so much
1	Thank you so much!
1	Thank you! This is really helpful!!
1	Thank you.
1	Thank you. This was very helpful.
1	Thanks for all the helpful info
1	Thanks to the speakers for sharing valuable information.
1	Thanks!
1	The clarification of what to do is extremely helpful and was done well

Count	Response
1	The instructor was very knowledgeable and willing to help.
1	The instructor was very knowledgeable and willing to help.
1	The lecturer was very clear and informative.
1	The presenter and class is very calm. Helps a lot with my anxiety. Very familiar with topic as well. :)
1	The presenter had great energy, was very knowledgeable and answered every student's questions and related them to other students in the workshop.
1	The speaker was amazing
1	The speaker was very informative and clear. I hope to see more of this in future workshops.
1	The workshop was very helpful, thank you.
1	This was a really helpful workshop
1	This was awesome and gave ma a lot of confidence. Thanx.
1	This was perfect.
1	Too many information on what I've already know from the website maybe. PIQ advanced workshop is needed for those who wants to go deeper into the question.
1	Useful, when I want to transfer. Getting the classes needed for that school.
1	Verbal pitch and room setting was perfect, but room location was confusing (155, 153 and 154 on side of building)
1	Very clear and thorough ppt and presentation
1	Very energetic kept me engaged would definitely recommend.
1	Very good info!
1	Very good!
1	Very good, detailed presentation
1	Very helpful counselor
1	Very helpful to have counselor's contact info. Thank you!
1	Very in dept analysis

Count	Response
1	Very informative and resourceful.
1	Very informative for basic application information.
1	Very informative generally. I thought there might be a little more specifics on good strategies for responses.
1	Very knowledgeable, answers all questions
1	Very professional and very helpful.
1	Very well done. Both ladies (SMC/UCR) have clearly done this before and are very knowledgeable.
1	Was great. Informattive
1	We should have a TAP workshop separate from the TAG workshop for students who have already filled the TAP.
1	Well presented and informative.
1	Wish we had more time to answer all questions.
1	Workshop was helpful. Easy to follow and understand. Don't change anything.
1	You should have an additional time to actually fill out your application for the questions you have. thank you!
1	amazing presentation
1	good presentation, very clear and helpful
1	it was very informmative
1	overall informative, have the right class
1	thank you for your time, I appreciate it
1	the presenter is always very respectful and attentive! great at answering student questions
1	the workshops are always at a convenient time and location
1	very professional!
1	very verbal and wonderful use of time
1	very well prepared! definitely had all my questions answered

Count	Response
1	very well workshop and very helpful