All Fields Report

Program	Scholars
Does this program have a CTE component?	Yes
Academic Year	2019/2020
Review Period	6 Year
Service Areas	

A. Program Description and Goals

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

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

The Scholars Program was originally created in 1985 through a partnership with UCLA known as the Transfer Alliance Program (TAP). For over thirty years, the Scholars Program at Santa Monica College has stayed true to its mission and the mission of the college by "encouraging personal and intellectual exploration - that challenges and supports students in achieving their educational goals." The Scholars Program assists students by helping them develop skills needed to succeed in college, by supporting them in preparing to transfer, and by seeking to nurture in them a lifetime commitment to learning.   It also challenges and supports students in achieving their educational goals by offering students individual counseling, tutoring, transfer workshops and new student orientations. In support of SMC's mission to provide open and affordable access to university study for all students, this program participates in partnerships with other colleges and universities (in addition to UCLA) in order to facilitate access to baccalaureate and higher degrees. Finally, the program makes a concerted effort to enroll racially and ethnically marginalized and non-traditional students.

Eligibility and admission into the Scholars Program is determined through an application process and students who meet the minimum requirements will be accepted. These minimum requirements have been established through the partnership with UCLA. Space in the Scholars Program is not capped and students are not competing against each other to gain admission. Students learn about the program through a series of outreach and in-reach efforts described later in this review. The following are the minimum requirements for the Scholars Program:

- must have English 1 eligibility
- must have a high school/college GPA of 3.0 (this has not changed since 1985)
- must have no more than 30 units completed and be a participant in the program for two full semesters by the time they are ready to apply to transfer
- supply a letter of recommendation from an instructor (or someone that can speak to the student's academic ability, drive, motivation)
- supply a writing sample/500 word essay explaining their goals, interest in joining Scholars, etc.

Applications and the required supplemental documents are submitted on-line through the Scholars Program application portal. Once a complete application is submitted, a file is created and given to the faculty and program leaders to be reviewed.

If a student is determined to be eligible, they are coded into the program through the ISIS system. At that point they are eligible to enroll into Scholars classes. They also will recieve an email with instructions to sign-up for an orientation as soon as possible. We offer weekly orientations at different times throughout our application season. Students are not

allowed to make an appointment with a Scholars counselor until they complete the orientation. The orientation lasts approximately 90 minutes, is conducted by a Scholars Program counselor, and is where the students are educated about the details of the program, the TAP certification process (**see A1 TAP Certification Form**), and the Scholars Program contract (**see A2 Scholars Contract**) is signed by the student and a counselor. A copy of the contract is given to the student and one is filed in their Scholar's file for future reference. Once they are accepted and coded into the Scholars Program, students receive the following services/privileges:

- Specialized Academic Counseling (counselors are especially knowledgeable about UC)
- Priority enrollment
- Access to Scholars classes (approximately 50 sections offered each semester)
- Assistance with UC, CSU, private, and out-of-state applications
- College essay assistance
- UCLA and UCI Library privileges
- Unit/Course credit towards Honors Program at UCLA

If a student is determined to be ineligible for the Scholars Program they will receive a call or a letter explaining the program criteria and they will be supplied with information about more appropriate programs and services.

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

The Transfer Alliance Program was developed between UCLA and Santa Monica College and formed as an agreement whereby Santa Monica College committed to strategically design a program that would follow specific guidelines to prepare students for transfer to UCLA's College of Letters and Science. Upon completing the requirements to be TAP certified by SMC's Scholars Program, UCLA has committed to granting Scholars Program students priority consideration in the admissions process when they apply to UCLA. Scholars students also have the ability to be reviewed for an alternate major in the event they are not deemed admissible for their first choice major. This gives them a second chance of getting an offer of admission. This is something that is not available to students outside of the program and is seen as an incredible benefit. Although the TAP agreement is not a guaranteed admissions agreement, SMC's Scholars Program has maintained an admissions rate of approximately 90% for many years. Today, there are over 50 California community colleges that have established TAP/Scholars programs with UCLA. Santa Monica College's Scholars Program has consistently been a leader in terms of its size and popularity and successful TAP transfers.

The following are the basic SMC/UCLA TAP certification requirements that students must meet to be certified:

- must complete the necessary major preparation coursework for their major
- must complete 15 units of Scholars courses within a minimum of two full semesters, Fall and Spring (not including winter and summer) and must complete the courses with a letter grade no lower than a "C"
- must be in good standing and have no violations of the SMC Rules for Student Conduct (AR 4410, 4411, 4412)
- must complete or be in the process of completing the Scholars courses by the time of submitting an application to transfer
- must plan to complete 60 UC transferable units by the end of the spring term prior to transfer
- Must earn a minimum GPA of 3.1 (Target GPA's are determined by UCLA and really should be higher for high demand majors. Scholars counselors will help students choose alternate majors as well.)
- Must attend the mandatory Scholars UC Application Workshop and meet petitioning deadlines

As a part of the agreement with UCLA, the Scholars Program is committed to seeking out and preparing for transfer to top universities students who may not have been ready for those universities when they completed high school. In order to achieve that goal and ensure our students are prepared for the rigors of university study, we promote our students' mastery of subject matter, and develop their writing, their research skills, their critical thinking ability, and their analytical tools. Our courses are smaller in size, usually limited to 25 students, and are taught by faculty who are highly recommended by

their respective departments and the students. The reputation of the faculty and the classes offered, combined with the high transfer success rate of the program (90% vs. 25%-35% for the general student population), continue to offer our students access to high caliber universities such as UCLA. Although this program was specifically developed to address the needs of the UCLA TAP contract it also naturally readies and prepares students for transfer to many other universities, thereby affording them with many more transfer options than just UCLA. We attempt to be comprehensive in supporting students' educational goals by ensuring that they are informed and knowledgeable about the transfer process while also attempting to reach and include as diverse a student population as possible.

UCLA has established criteria for Transfer Alliance Program (TAP) membership as well as programmatic and course criteria for all California Community College participants (**see A3 Transfer Alliance Program Criteria for TAP Membership**). These include: the structure and administrative support, academic standards, and student recruitment and services.   The academic standards focus on points such as "course enrichment, including but not limited to, research opportunities, university level reading and writing assignments, analysis and critical thinking and the use of technology.   The honors curriculum should offer faculty an opportunity to try experimental pedagogies and should offer students the opportunity for hands-on educational experiences." In short, the program follows its mandate by offering students a rigorous, stimulating and challenging preparation for university study.

In terms of UCLA's Student Recruitment and Services section, the Scholars Program should and does support students in achieving their educational goals through knowledgeable and accessible counselors who offer individual counseling as well as workshops focused on transfer. As UCLA's criteria states, our program should have "designated counselors for Scholars students who will be knowledgeable about TAP, UCLA and UC transfer admission requirements." There also should be evidence of efforts to disseminate information about the program and its activities as well as encourage participation of what UCLA's TAP contract terms "historically underrepresented" and non-traditional students. The Scholars Program has continually coordinated efforts with the Office of Outreach and Retention, The Black Collegians Program, The Adelante Program and faculty on campus. This particular point has become even more paramount to the Scholars Program in light of Santa Monica College's current strategic focus on equity and the Equity Framework and is specifically addressed in UO #4.

The Scholars Program has a responsibility to strive to be in compliance with the UCLA TAP criteria as it serves as the foundation of the program.

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.

Our goals align with SMC's Institutional Learning Outcomes. Our small class sizes, dedicated faculty, and program support services all serve to help "students acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives" (Santa Monica College ILO #1). Counselors seek to empower students with the tools they need to understand the best approach they might take to achieve their transfer goals. Instructors seek to prepare to students to be successful not just at SMC, but once they have transferred.

Through our emphasis on writing, critical thinking and hands on learning, we help assure that our students "obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions and solve problems" (SMC ILO #2). Per the standards of the TAP agreement with UCLA and the purpose of the Scholars Program, this outcome is fundamental to our existence.

Our recruitment efforts include reaching out to as diverse a population as possible to help instill respect for "the inter-relatedness of the global human environment" and encourage our students to engage with diverse people." Many of the Scholars Program faculty have been involved with the Global Citizenship Council and Sustainable Works which means that often our curriculum focuses on helping students "acknowledge the significance of their daily actions relative to the

broader issues and events" as well as encourages them to "assume responsibility for their own impact on the earth by living a sustainable and ethical life style" (SMC ILOs #3 and #4). Again, to achieve the critical thinking and applied knowledge goals of the TAP agreement, the instructors in the program understand that they must ensure students apply the theoretical concepts from their courses to problems in the world. To get through the program, students will necessarily engage environmental and other global challenges through their coursework.

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).

The Scholars Program has received the following funding for additional counseling hours through Student Success and Support Program (SSSP) funds. As of the summer 2019 term, the funding source has been reorganized and renamed Student Equity and Achievement Plan (SEAP). These funds have been allocated to specifically address the Scholars Program efforts to enhance underrepresented student populations in the program. The percentages noted at the end of each term indicate the percentage of the program's counseling budget supported by SSSP/SEAP funds.

Winter 2015: funded 180 counseling hours (29%)

Spring 2015: funded part-time counselor 18 hours per week (18%)

Summer 2015: funded 180 counseling hours (30%)

Fall 2015: funded full-time counselor (27%)

Winter 2016: funded 180 counseling hours (29%)

Spring 2016: funded full-time counselor (26%)

Summer 2016: funded 180 counseling hours (30%)

Fall 2016: funded full-time counselor (26%)

Winter 2017: funded 360 counseling hours (44%)

Spring 2017: funded full-time counselor (26%)

Summer 2017: funded 216 counseling hours (34%)

Fall 2017: funded full-time counselor (27%)

Winter 2018: funded 360 counseling hours (45%)

Spring 2018: funded full-time counselor (27%)

Summer 2018: funded 216 counseling hours (34%)

Fall 2018: funded full-time counselor (27%)

Winter 2019: funded 360 counseling hours (45%)

Spring 2019: funded full-time counselor (27%)

Summer 2019: funded 216 counseling hours (34%)

Fall 2019: funded full-time counselor (27%)

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.

Ethnicity/Race

The TAP contract with UCLA specifically states that we must show "evidence of efforts to encourage participation of historically under-represented students in the program." Although we serve all students who are appropriate for our program, we are particularly focused on our Hispanic/Latin/x and African American/Black student recruitment. Efforts have been made to work collaboratively with the Black Collegians Center and the Latino Center to address some of the cultural nuances regarding education particularly for these students. A certain type of understanding and sensitivity is required when working these students many times because of the familial obligations and pressures they bring to school.

Recruitment efforts show positive progress in terms of our Hispanic/Latin/x population. In the fall of 2006, our Hispanic/Latino students comprised 16% of our population. In our last Program Review in 2013, that number was almost 25% and has remained somewhat consistent since then. Our African American/Black population remains consistent at 4% (slight increase from 2013). See section 3 for analysis.

Enrollment-Demographics

Student Variables	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
Asian P/I	711	16.5%	527	13.3%	496	15.1%	728	17.0%	714	15.9%	632	14.3%
Black	137	3.2%	142	3.6%	120	3.6%	146	3.4%	172	3.8%	176	4.0%
Hispanic/Latino	1,106	25.7%	952	24.1%	786	23.9%	1,015	23.7%	1,140	25.4%	1,136	25.6%
White	2,038	47.4%	1,987	50.2%	1,686	51.2%	2,200	51.4%	2,145	47.7%	2,079	46.9%
All other groups	305	7.1%	349	8.8%	206	6.3%	192	4.5%	326	7.2%	411	9.3%
Grand Total	4,297	100.0%	3,957	100.0%	3,294	100.0%	4,281	100.0%	4,497	100.0%	4,434	100.0%

The 2017-2018 data below shows the ethnicity breakdown of **students in all Special Programs,** as the gap that exists between Scholars and all Special Programs as a whole is smaller. The Scholars Program compared

to the entire SMC student population shows a greater gap.

Student Variables	2012-2013 Enrollment	2013-2014 Enrollment	2014-2015 Enrollment	2015-2016 Enrollment	2016-2017 Enrollment	**2017-2018 Enrollment**
Asian P/I	19.10%	13.40%	18.70%	25.80%	23.50%	**23.50%**
Black	10.00%	9.10%	7.80%	7.30%	8.10%	**7.30%**
Hispanic/Latino	27.90%	26.60%	28.00%	28.30%	32.00%	**30.40%**
White	20.90%	20.00%	20.60%	23.10%	21.40%	**21.90%**
All other groups	22.10%	31.00%	24.90%	15.40%	15.00%	**16.90%**
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	**100.00%**

Gender

As of the fall 2018 term, Santa Monica College reported that 57.3% of the enrolled student population was female and 42.7% was male. The Scholars Program has shown a decrease in the gap between the male and female population enrolled in the program for the previous Program review. As of the last program review in 2012-13 there was a 15% difference between the male and female population with the female population certainly leading. In 2007-08, there was a 24% gap. Today that gap is 18%, but is nowhere near the 9% gap that the school reports.

Student Profile

Student Variables	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
Female	655	57.3%	597	56.8%	524	59.3%	688	60.9%	707	59.4%	696	58.7%
Male	489	42.7%	454	43.2%	359	40.7%	442	39.1%	484	40.6%	489	41.2%
Other											1	0.1%
Grand Total	1,144	100.0%	1,051	100.0%	883	100.0%	1,130	100.0%	1,191	100.0%	1,186	100.0%

Age

This data is reasonable and would be considered appropriate for the Scholars Program since the program seeks students who are incoming freshmen. Once a student has completed their freshman year (30 semester units), they are most likely no longer appropriate for the Scholars Program and unable to complete the contracts we have with the 4-year universities. However, since SSSP efforts and since our last Program Review, we have targeted and admitted a more non-traditional student (returning students, reverse transfers, Veterans, etc). Students aged 19 and younger has decreased from 66% to 60% in the last 5 years. Age 20-24 has increased from 28% to 32% and age 25-29 has increased from 2.7% to 5.1%.

Student Profile

Student Variables	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
19 & Younger	757	66.2%	678	64.5%	555	62.9%	736	65.1%	761	63.9%	722	60.9%
20 to 24	317	27.7%	312	29.7%	282	31.9%	325	28.8%	352	29.6%	377	31.8%
25 to 29	31	2.7%	30	2.9%	26	2.9%	46	4.1%	47	3.9%	61	5.1%
30 to 39	30	2.6%	24	2.3%	14	1.6%	18	1.6%	25	2.1%	17	1.4%
40 to 49	7	0.6%	6	0.6%	4	0.5%	3	0.3%	3	0.3%	8	0.7%
50 & Older	2	0.2%	1	0.1%	2	0.2%	2	0.2%	3	0.3%	1	0.1%
Grand Total	1,144	100.0%	1,051	100.0%	883	100.0%	1,130	100.0%	1,191	100.0%	1,186	100.0%

Educational Goals

Traditionally, there have been very few Scholars students who indicated an interest in pursuing associates degrees or certificates, upon entrance to the Scholars Program. This is because they typically require students to follow curricula that are not necessarily streamlined for the transfer curriculum that our students follow <u>and</u> our students wish to transfer as soon as possible. However, since our last program review there has been an institutional alignment of associate degree and transfer requirements as well as ADT degree options. In an attempt to enhance our degree and certificate numbers, the Scholars Program created a process to complete a degree audit for all expected transfer students in the program, during winter term prior to their final semester. Since this effort's inception, our AA/AS/ADT/Certificate completers have increased significantly and this model is currently being implemented by several areas in the Counseling Department.

The breakdown of our efforts are outlined in an attached file (**B1 Scholars Associates Degree Data**). We have realized over a 400% increase in the amount of students that obtained an associates degree since the 2013-14 academic year. Our ADT's have increased from 9 to 91 in the last five years. Our **total** number of associate degree holders have increased from **458** in 2013-14 to **1098** in 2017-18. *SMC as a whole shows a total of 6302 Associate degree holders in 2017-18. The Scholars Program accounts for 17% of the colleges' total.* Our efforts have been tangible in this area. Many of our students are transfer-bound, first and foremost, and would have never inquired about the option of an Associate's degree without this in-reach effort.

Scholars Program Degree Type	2013-2014	2014-2015	2015-2016	2016-2017	**2017-2018**
Associate Degree (all)	149	248	360	426	616
Associate of Arts (A.A.) degree	133	217	282	351	512
Associate of Arts (A.A.) degree -Transfer	4	10	43	38	66

Associate of Science (A.S.) degree	7	8	18	11	13
Associate of Science (A.S.) degree- Transfer	5	13	17	26	25
Certificate	309	301	289	280	476
Grand Total	458	549	649	706	**1092**

As a frame of reference, below is the chart outlining all degrees earned at SMC (including Scholars). As of 2017-18, the Scholars Program accounted for 17% of all degrees earned at SMC. 2018-19 degree data was not available for this Program Review.

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

Residency

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-
Student Variables	% Enrollment	% Enrollment	% Enrollment	% Enrollment	% Enrollment	% En
Out-of-State Res	6.80%	6.00%	5.70%	4.90%	6.10%	5.40%
Resident Foreign Cntry	3.10%	3.10%	3.50%	4.70%	6.60%	7.50%
Resident of Ca	90.10%	90.90%	90.80%	90.40%	87.30%	87.10
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.0

Citizenship Status

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-
Student Variables	% Enrollment	% Enrollment	% Enrollment	% Enrollment	% Enrollment	% Enr
Other Status	0.30%		0.10%	0.20%	0.10%	0.20%
Perm Resident	6.90%	6.10%	6.40%	5.60%	6.80%	7.20%
Refuge/Asylum	0.20%	0.40%	0.30%	0.70%	0.70%	0.40%
Student Visa	2.60%	3.10%	3.40%	4.40%	5.90%	6.60%
Temp Resident	0.20%	0.10%	0.30%	0.10%	0.20%	0.20%
U.S. Citizen	84.40%	85.50%	85.50%	84.40%	82.40%	82.80%
Unknown	5.50%	4.80%	4.00%	4.60%	3.80%	2.70%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00

Our main population consists of California residents and that makes sense considering our UC transfer focus and our close collaboration with our local high schools. Our international student population has doubled in

the last 5 years, but is still less than 10% of our population. This data (7.5%) is closer to the overall SMC data (10%) than it was 5 years ago. Our TAP contract with UCLA cannot guarantee priority consideration for F-1 students, so the Program does not pull from our International population the way it does our domestic students.

First Generation Status

Academic Yr (Fall)	First Generation (Unduplicated Student Count)	Total Student Count	% FG
2013-2014	737	1051	70%
2014-2015	612	883	69%
2015-2016	760	1130	67%
2016-2017	774	1191	65%
2017-2018	746	1186	63%
2018-2019	639	Unavailable	Unavailable

The above chart shows the number of students who self-identified as "First Generation" on their SMC Admissions application. This is defined as BOTH parents having less than a bachelor's degree. We were able to pull numbers for Fall term in each academic year, as to get an unduplicated count of this demographic. This population count ranges between 63-70% pretty consistently. A primary objective of the Scholars Program, and TAP progam as defined by UCLA, is to maintain targeted efforts to historically under-represented/marginalized and first-generation students.

Full-time/Part-time Status

For 2017-2018, Santa Monica College reports 22% of students as being full-time and 78% part-time. It is not surprising that the Scholars Program has consistently had a significantly higher percentage of students attending full-time. This program attracts a very motivated and goal-driven student, taking daytime, on-ground courses towards transfer. Many of these students enter the program with the intent of finishing within two years or less. In order to properly prepare themselves for transfer to the UC system, they must complete 60 units and to accomplish this within the two-year timeframe, students must take a full-time load each semester, and many will attend inter-sessions as well.

Student Profile

Student Variables	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
Full-time	849	74.2%	792	75.4%	667	75.5%	870	77.0%	903	75.8%	860	72.5%
Part-time	295	25.8%	259	24.6%	216	24.5%	260	23.0%	288	24.2%	326	27.5%
Grand Total	1,144	100.0%	1,051	100.0%	883	100.0%	1,130	100.0%	1,191	100.0%	1,186	100.0%

2. Compare your student population with the college demographic. Are the students in your program

different from the college population? Reflect on whether your program is serving the targeted student population.

The Scholars Program is an academic program within Academic Affairs that was created to prepare students to transfer to the College of Letters and Sciences at UCLA and to provide them with the academic skills and tools they need to succeed after they transfer. We offer courses that best serve students who come to us prepared to work toward transfer to UCLA in a major within the College of Letters and Sciences. That is, the courses we offer serve students who are pursuing a clearly and narrowly defined UC transfer pattern. Moreover, the specifically designated Scholars courses are taught with the conscious intention of preparing students to succeed in their courses after they transfer to a UC. The UC's, in many ways, have a significant amount of control over who we are and what we do. As a result, they have a significant impact on who our students are.

Because the Scholars Program has a more narrow purpose than SMC as a whole, its students cannot and should not match the college student population. SMC as a whole serves students with a much wider array of goals than does the Scholars Program. For instance, we do not necessarily serve well students who come to SMC with the goal of an associate's degree that will prepare them for a career. We also do not serve well students who want to pursue a career in film, music, or engineering because those fields are not part of the College of Letters and Sciences. A student who wants a career in Accounting may not benefit from the Scholars Program because she may be better off going to a school like CSUN where there is a well-defined undergraduate business program. Therefore, we believe it makes much more sense to compare the Scholars Program population to the UC system than it does to compare it to SMC. We did that comparison and found that the demographic of our student population mirrors that of the UC student population.

In considering our population and the requirements and standards they are held to, it is understandable:

https://www.universityofcalifornia.edu/infocenter/fall-enrollment-glance

University of California: All Campuses:

African American: 3.7% in Fall 2014 and 4.1% in Fall 2018

Hispanic/Latin/x: 24.4% in Fall 2018 and 24.4% in Fall 2018

It is important that we know who we are and our mission in order to serve our students well. We stay focused on meeting our mission and the students who will be well served by that mission. Although our enrollment equity gap is not aligned with SMC's, we have noted that it is closely aligned with that of the University of California. The UC system is also focused on working on its equity gaps and it goes to reason that the Scholars Program will also see shifts as that institution makes strides in the areas of equity. While we do have an equity gap, and will continue striving to eliminate that gap, our gaps in terms of success and retention are significantly less than the college as a whole and less than other special programs on campus. (Referenced in question #1 above)

Scholars Program - Success Rates

Counseling: Special Population

Success & Retention Rates by Student Group

Student Varia..		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
All other groups	Enrollment Count (SR)	305	349	206	191	324	411
	Success Count (SR)	275	325	183	171	290	363
	Success Rate	90.2%	93.1%	88.8%	89.5%	89.5%	88.3%
Asian P/I	Enrollment Count (SR)	708	526	494	725	712	631
	Success Count (SR)	600	459	430	654	628	565
	Success Rate	84.7%	87.3%	87.0%	90.2%	88.2%	89.5%
Black	Enrollment Count (SR)	135	141	120	142	172	176
	Success Count (SR)	109	123	106	119	133	145
	Success Rate	80.7%	87.2%	88.3%	83.8%	77.3%	82.4%
Hispanic/Latino	Enrollment Count (SR)	1,102	947	785	1,013	1,135	1,133
	Success Count (SR)	925	790	654	830	961	944
	Success Rate	83.9%	83.4%	83.3%	81.9%	84.7%	83.3%
White	Enrollment Count (SR)	2,037	1,981	1,683	2,193	2,141	2,072
	Success Count (SR)	1,867	1,827	1,542	2,016	1,970	1,888
	Success Rate	91.7%	92.2%	91.6%	91.9%	92.0%	91.1%
Grand Total	Enrollment Count (SR)	4,287	3,944	3,288	4,264	4,484	4,423
	Success Count (SR)	3,776	3,524	2,915	3,790	3,982	3,905
	Success Rate	88.1%	89.4%	88.7%	88.9%	88.8%	88.3%

Success Rates for Scholars students **(88.3%)** are significantly higher than the overall SMC student population **(67.5%)**. Our numbers show an **82% success rate for our Black/African American students and 83% for our Hispanic/Latino student, as compared to 54% and 60.7% of our general population (respectively).**

It is important to note that those students who are involved in Special Programs, have higher success rates than those who aren't. When looking at the Success Table for **ALL Counseling Special Populations (below),** the rates are higher than the general student population, but not as high at the Scholars Program as noted in the chart above. The success rates rise to 62% for our Black/African American students in Counseling Programs and 67% for our Hispanic/Latino students in Counseling Programs. Scholars is still on average 18% higher when looking at all special programs (including Scholars) as a whole.

Success Rates - ALL Special Programs:

Counseling: Special Population

Success & Retention Rates by Student Group

Student Varia...		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
All other groups	Enrollment Count (SR)	6,603	9,096	7,396	4,931	5,420	5,603
	Success Count (SR)	5,047	7,065	5,766	3,726	4,238	4,427
	Success Rate	76.4%	77.7%	78.0%	75.6%	78.2%	79.0%
Asian P/I	Enrollment Count (SR)	5,708	3,906	5,566	8,318	8,582	7,847
	Success Count (SR)	4,582	3,047	4,280	6,515	6,809	6,357
	Success Rate	80.3%	78.0%	76.9%	78.3%	79.3%	81.0%
Black	Enrollment Count (SR)	2,904	2,586	2,232	2,300	2,894	2,374
	Success Count (SR)	1,769	1,591	1,456	1,461	1,730	1,478
	Success Rate	60.9%	61.5%	65.2%	63.5%	59.8%	62.3%
Hispanic/Latino	Enrollment Count (SR)	8,323	7,728	8,260	9,008	11,641	10,075
	Success Count (SR)	5,700	5,255	5,718	6,283	7,614	6,747
	Success Rate	68.5%	68.0%	69.2%	69.7%	65.4%	67.0%
White	Enrollment Count (SR)	6,085	5,678	5,927	7,258	7,629	7,135
	Success Count (SR)	5,017	4,675	4,863	5,987	6,182	5,931
	Success Rate	82.4%	82.3%	82.0%	82.5%	81.0%	83.1%
Grand Total	Enrollment Count (SR)	29,623	28,994	29,381	31,815	36,166	33,034
	Success Count (SR)	22,115	21,633	22,083	23,972	26,573	24,940
	Success Rate	74.7%	74.6%	75.2%	75.3%	73.5%	75.5%

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

The Scholars Program has maintained consistent/increased enrollment since the last 6-year review. One major trend since the last Program Review is the size of our overall Program: 890 in Fall 2014 to 1268 in Fall 2016 (and maintaining at approximately 1200 since). We saw the overall increase despite the overall enrollment decline at SMC during those years.
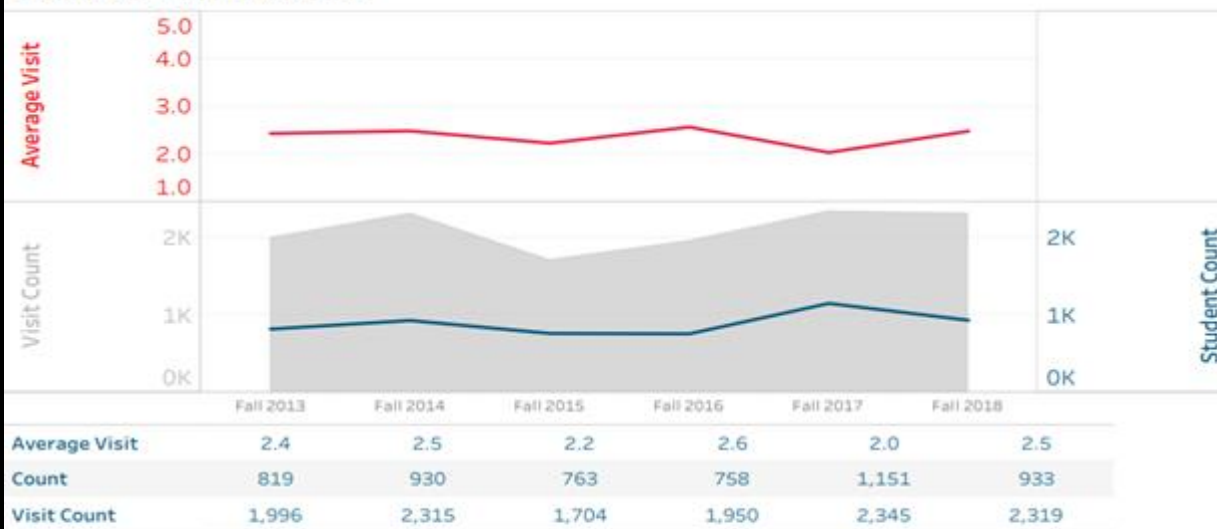
Admitted Spring Cohorts:

- Spring 2019: **231** (11% increase from Spring 2018 and **13% increase from Spring 2014 inclusion of SSSP efforts**);

- Spring 2018: 206 (0% increase or decrease);
- Spring 2017: 206 (22% decrease from Spring 2016 but still a 13% increase from Spring 2014 prior to SSSP efforts);
- Spring 2016: 265 (24% increase); Spring 2015: 202 (12% increase);
- Spring 2014: 179

Admitted Fall Cohorts:

- Fall 2018: **417** (17% increase from Fall 2017 and **13% increase from Fall 2017 inclusion of SSSP efforts**);
- Fall 2017: 347 (16% decrease from Fall 2016 but still an 8% increase from Fall 2014 prior to SSSP efforts);
- Fall 2016 413 (7% increase);
- Fall 2015: 387 (17% increase);
- Fall 2014: 321

Another major trend since last Program Review are our Counseling contacts by term. As noted in the charts below, our Counseling contacts in Fall terms have increased from **1,996** in Fall 2013 to **2,319** in Fall 2018. We have seen a Spring term increase from **1,235** in Spring 2013 to **2000** in Spring 2017.

Trends in Visit Count

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Average Visit	2.4	2.5	2.2	2.6	2.0	2.5
Count	819	930	763	758	1,151	933
Visit Count	1,996	2,315	1,704	1,950	2,345	2,319

Counseling Program
Scholars Program

Measure Names
- Average Visit
- Count
- Visit Count

Term
- Fall
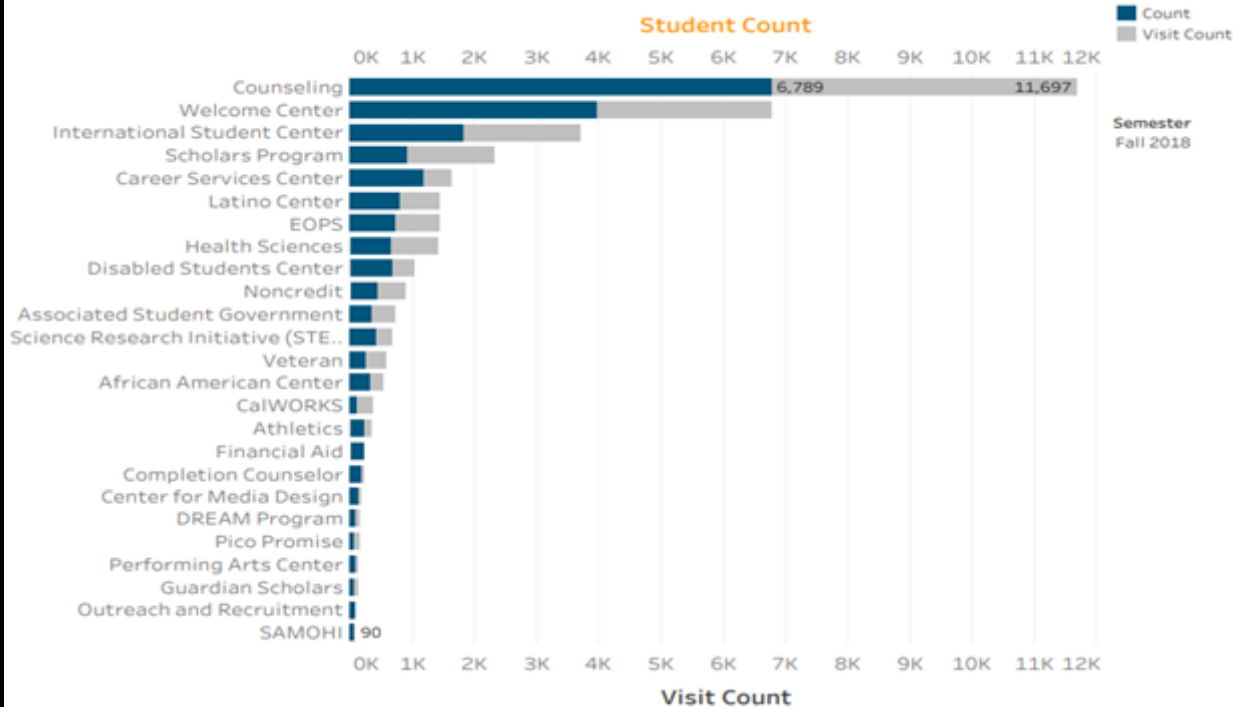- Spring
- Summer
- Winter

Trends in Visit Count
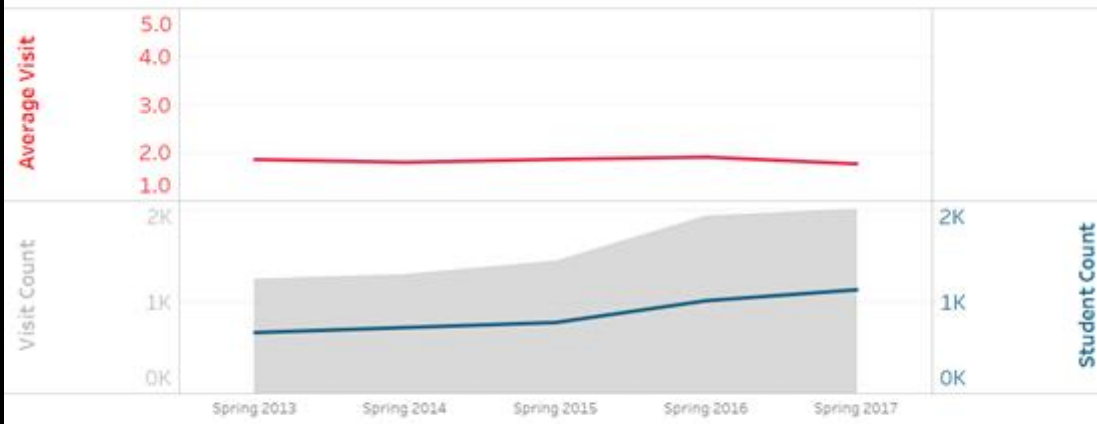
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Average Visit	1.9	1.8	1.9	1.9	1.8
Count	664	719	774	1,012	1,131
Visit Count	1,235	1,295	1,442	1,933	2,000

What is interesting to note is that in both the Fall and Spring charts above, our average visit per student has remained consistent, even with the increase in the number of students served each year. Our ability to maintain and enhance our Scholars counseling services is due, in large part, to the increase of our staffing through SSSP funding. Since the spring 2013 term, we have added a full-time counselor to the schedule. This position/counselor has been critical in helping the program grow and increase the quality of services we offer for our students. As the competition for coveted transfer spots in the UC system increases, the Scholars Program must work even harder and strategically to simply maintain and, hopefully, to try to increase our admissions rates to the UC. Without a doubt, SSSP funding has allowed us to establish and maintain a level of quality and service that surpasses the services offered by many of our competitors. (See Accomplishments, D.1)

As a Special Population Program, we are #2 in the number of student contact visits, as shown in the chart below (with the exception of General Transfer and the Welcome Center, which are not considered to be in the category of a Special Program, we are second to International Student Center):

Visit Counts by Program

Student Count

Legend: ■ Count ■ Visit Count

Semester
Fall 2018

Program	Count	Visit Count
Counseling	6,789	11,697
Welcome Center		
International Student Center		
Scholars Program		
Career Services Center		
Latino Center		
EOPS		
Health Sciences		
Disabled Students Center		
Noncredit		
Associated Student Government		
Science Research Initiative (STE..		
Veteran		
African American Center		
CalWORKS		
Athletics		
Financial Aid		
Completion Counselor		
Center for Media Design		
DREAM Program		
Pico Promise		
Performing Arts Center		
Guardian Scholars		
Outreach and Recruitment		
SAMOHI	90	

Visit Count

Our average student profile has also remained fairly consistent outside of the variations already addressed. We have spent much time comparing our program's demographics to SMC's. For a number of reasons the student population in the Scholars Program will not match the campus as a whole. One critical reason for this is because the Scholars Program must maintain admissions criteria that is consistent with the basic admissions requirements of the University of California. Although the requirements of the program are considered low in terms of the reality of what students need to get into a UC campus, this criteria can be challenging for the typical SMC student and especially for our marginalized student populations. The following are required to be admitted into the Scholars Program:

- must have English 1 eligibility
- must have a high school and/or college GPA of 3.0
- must have no more than 30 units completed and be in the Scholars Program for at least 1 year
- letter of recommendation
- writing sample/500 word essay

It is also important to note that there are 50+ other California Community colleges that have TAP/Scholars programs on their campuses. SMC's Scholars Program has maintained the lowest GPA and some of the simplest criteria to be in its program as compared to the other colleges. We understand that many see our criteria as creating barriers and we struggle to maintain the balance of keeping the program accessible, realistic for UC admissions, and to maintain our admission numbers (which is extremely important to our administration). Unlike other programs, the Scholars Program is not in a position to simply modify admissions requirements to allow more students into the program. To do so could negatively impact our students by setting them up to believe they will be admitted into schools such as UCLA with academic profiles that are far below those defined by the University of California. Remember, the TAP contract with UCLA is not a guaranteed admissions contract and the criteria for TAP certification is very specific. UCLA reserves the right to deny Scholars students and they are flexing this right more so now than ever before in the history of our program.

16

Another area where we saw significant changes from the last program review was in our out/in-reach efforts to our historically under-represented student populations, as a result of SSSP efforts.

The TAP contract with UCLA specifically states that we must show "evidence of efforts to encourage participation of historically underrepresented students in the program." Although we serve all students who are appropriate for our program, we are particularly focused on our Hispanic/Latin/x and Black/African American student recruitment. Efforts have been made to work collaboratively with the Black Collegians Center and the Latino Center to address some of the cultural nuances regarding education particularly for these students. A certain type of understanding and sensitivity is required when working with these students many times because of the familial obligations and pressures they bring to school.

Recruitment efforts show positive progress, with fluctuation, particularly in terms of our Hispanic/Latin/x population. As a result of SSSP funding in Fall 2014, we implemented the following efforts:

- Weekly Information Sessions (email recruitment based on assessment/GSP, units, GPA)
- VIP Welcome Day Sessions
- COUNS 20 Presentations
- High school Visits and Super Saturday events / Coordination with the Office of Outreach & Recruitment
- Black Collegians and Latino Center Orientations
- STEM Program Collaboration
- Faculty referral system

In the fall of 2012, when we last did our program review, our Hispanic/Latino students comprised 24% of our population. Today, the population is 25.6%. As of fall 2018, Santa Monica College reported a Hispanic/Latino student body of 38.4%. It is important to note that we had tracked our admitted student population as a result of SSSP efforts/collaborations listed above and our Spring 2015 and Fall 2015 cohorts showed 36% Hispanic/Latino and 4% Black/African American. Our Spring 2016 cohort showed a decline of Hispanic/Latino students with a total of 23%, most likely due to the political climate at that time. There was also a slight decline in our overall Scholars demographics for this group during 2015-16. We have institutionalized SSSP efforts and the cohorts were no longer tracked due to an inability to accurately separate those students who applied to our program as a result of specific efforts and those who would have applied anyway. We started to track the overall Scholars population over the next few years, rather than specific admitted cohorts, though the needle moves much slower.

The numbers for our African American population have remained consistent at 4%. Our Program showed 3.2% in 2012-13 and 4.0% in 2017-18. As of 2017-18, Santa Monica College reported an African American student body of 9.2%.

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*

For years, the Scholars Program developed and established assessments based upon SLO's. We worked with Institutional Research to shift and revise the SLO's into Unit Outcomes (UO's) which are better suited for programs. Although the UO's listed are new, they are merely reformatted versions of our previous SLO's.

UO #1 - The Scholars Program will provide students who obtain TAP certification and who transfer with the institutional knowledge and academic skills they need to succeed in a university setting.

UO #2 - The Scholars Program will ensure its faculty understands the history and purpose of the program, that it knows who the students in the program are, and know what support and collaborative opportunities are available to them.

UO #3 - The Scholars Program will successfully transfer TAP certified students to UCLA. Success will be determined by an admit target rate of 80% or higher.

UO #4 - The Scholars Program will evidence efforts to encourage participation of historically underrepresented and marginalized student populations.

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**

UO #1 - **Scholars Transfer Student Survey**. This unit outcome was developed as a result of the last 6-year program review completed in 2013. In the Fall 2013 Executive Summary the committee wrote, "Moving forward, Scholars may want to consider assessing an outcome that is reflective of more in depth learning over a longer period of time and to base reflections on longitudinal data." We solicited the assistance of Institutional Research to develop a method of surveying Scholars (TAP certified) students after they had transfered from Santa Monica College. Because those students had made use of the program's services by using the Scholars counselors, engaging in common classroom experiences within the limited range of courses and instructors we offer, etc., IR agreed that surveying this population after they had some time at their transfer institution could yield some useful information.

IR created a survey instrument, the Scholars Transfer Student Survey (**C1 Scholars Student Survey Results**), to be sent to the targeted TAP students at the end of the spring term of their junior year. This would allow students to draw upon the experiences of their first year after transfering from SMC. We hoped that the instrument would help the students reflect upon their transfer experiences and the role that the Scholars Program played in terms of their transition and success after transfer.

As of the writing of this program review, we have administered the Scholars Transfer Student Survey to four transfer cohorts (2015 - 2018). We have used information from the surveys to create and implement some improvements to the program.

1. We created more professional development opportunities for Scholars faculty to move us towards creating a more cohesive Scholars faculty who could collaboratively consider key issues raised by the surveyed students regarding their academic preparation in the program.

2. We reworked our new student orientations to cover more information.

3. We looked at all our student workshops (UC application, information sessions), bearing in mind the issues the students discussed in the survey.

UO #2 - **Scholars Program Faculty Orientation Survey.** This unit outcome was developed because while the Scholars Program had grown throughout the years, we needed to commensurately increase communication with the teaching faculty and increase the attention given to their professional development needs. We created an orientation session (**C2 Scholars Faculty Orientation**) and then offered numerous sessions during the 2018-19 academic year. Subsquently, a survey was administered to the faculty who completed the orientation. We immediately used the feedback to modify the orientations accordingly. The survey (**C3 Scholars Faculty Survey Results**) has provided us with valuable information and will continue to be a resource. As a result of the information collected:

1. We are now requiring all Scholars Program faculty to attend an orientation to help them understand the

19

history and the nuances of the TAP agreement, how and why we recruit students, the mission of the program, etc. The faculty responses have been thought-provoking and useful in creating better communications for faculty and ultimately, for students.

2. We created a means (orientations) for Scholars Faculty to collaborate in a group setting to share ideas, pedagogy, teaching strategies, etc.

3. We developed a Scholars Faculty Homeroom on CANVAS to support the faculty. They can find program information, important forms, and post their Scholars syllabi in the Homeroom.

4. We have committed to offering ongoing professional development workshops of varying and relevant topics for Scholars teaching faculty during Professional Development days.

5. We have come to use and value the Scholars faculty for their advisory role. They are providing great feedback and driving the program. We are continuing to improve our relationship with our faculty by creating more ways to collaborate, communicate and involve them in informing the Scholars Program.

6. We developed an online recommendation form to assist all faculty who wish to support individual student efforts to apply to the program.

UO #3 - **UCLA Admission Data and UCLA/CCC TAP Data.** This unit outcome has been a part of the Scholars Program's evaluation since the inception of the program. Every year, UCLA supplies data to all community college TAP partners regarding the admissions status of each campus as well as the Scholars Program. SMC's Scholars Program has consistently outperformed the other 50+ community colleges in terms of numbers of successful applicants and overall successful admissions rates. The chart below shows a snapshot of the SMC/UCLA Admissions numbers and growth for the past seven years. There is a more comprehensive chart in the attachment (**C4 SMC/UCLA Admissions Data**). Also included in the attachments are the UCLA admissions data for all the California community colleges in the TAP consortium, for the last five years (**C5-C9 UCLA TAP 2014-2018 Summary**). These charts allow us to compare our data against the other colleges (our competition).

Santa Monica College/UCLA Admissions and TAP Certification Growth

The following chart shows the steady increase of applicants from Santa Monica College and from the Scholars

	Admission	% Admitted (overall)	TAP	% Admitted (TA
Fall 2012	1881 applied 393 Scholars 726 admitted	39%	232 certified 211 admitted	**91%**

Fall 2013	1790 applied 381 Scholars 592 admitted	33%	205 certified 182 admitted	**89%**	31%
Fall 2014	1787 applied 329 Scholars 644 admitted	36%	177 certified 153 admitted	**86%**	24%
Fall 2015	1848 applied 401 Scholars 649 admitted	35%	194 certified 175 admitted	**90%**	27%
Fall 2016	1979 applied 321 Scholars 659 admitted	33%	219 certified 198 admitted	**90%**	30%
Fall 2017	1937 applied 428 Scholars 686 admitted	35%	231 certified 205 admitted	**89%**	30%
Fall 2018	1973 applied 426 Scholars 618 admitted	31%	240 certified 214 admitted	**89%**	20%

*For admissions statistics from Fall 2002 to present, please see attachment (**C4 SMC/UCLA Admissions Data**)*

1. In order to ensure that all Scholars students are on track to transfer to UCLA we have adopted a comprehensive application review process for Scholars students. Once UCLA sends the list of all SMC applicants (approximately 2000) to us, we separate out all Scholars applicants (approximately 400) and review each one to make sure they are strategically poised for an admissions offer.

2. We have reworked our Scholars Program Contract to ensure that students have a comprehensive understanding of how the TAP certification process works as soon as they enter the program and in plenty of time to competently complete the program.

UO #4 - As a result of SSSP funding and implementation, the Scholars Program has increased our in-/outreach efforts to historically underrepresented, first generation, and at-risk population groups. Efforts have included the following since Fall 2014 to present:

1. Weekly Information Sessions (MIS data and email recruitment based on assessment, units, GPA)

2. VIP Welcome Day Sessions

3. COUNS 20 outreach, communication and classroom presentations all terms

4. High school visits and Super Saturday events / Coordination with Office of Outreach & Recruitment

5. Presentations at Black Collegians and Latino Center Orientations

6. STEM Program Collaboration - Spring outreach emails to targeted students admitted to STEM

7. Summer outreach emails to targeted students participating in English Academy (prior to GSP)

8. Implementation of new electronic faculty referral system - students targeted/recommended for Scholars Program by their instructional faculty in all disciplines.

9. Targeted email communication to high schools Counselors twice per year.

See outcome of efforts as outlined in Section B (Population Served) #3 - Significant Changes in Program population since last Program Review.

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

The Scholars Program uses information and data from many different sources to inform planning. These sources include but are not limited to the following:

- We have a resident Data Coach who has been trained and is knowledgeable about the collection and interpretation of data. (Audra Wells)
- We developed and use the Scholars Transfer Student Survey (see attachment)
- We developed and use the Scholars Program Faculty Orientation Survey (see attachment)
- We use the UCLA/SMC/CCC Admissions Data (see 2014 - 2018 attachments)
- We use transfer data from UC Irvine's Honors to Honors portal
- We use Tableau (success data, retention data, counseling contact numbers, comparison to other programs...)
- We use SMC Enrollment trends and course fill rates
- We use University of California: Enrollment At-A-Glance
  https://www.universityofcalifornia.edu/infocenter/fall-enrollment-glance

All of these data and statistical resources help us determine how to best address the needs of our students while satisfying the requirements of our transfer partners. They allow us to have informed and robust discussions amongst those of us who work in the program, our administration, department chairs, our transfer

partners and members of the community. It is because of these resources that we can offer an abundant and defined curriculum with courses that are appropriate, selective, and necessary to get students to their transfer goals efficiently and expeditiously. These resources help us to offer courses that are taught by faculty who are vested in our mission and, most importantly, lead to the success of our students. Finally, the data has enabled SMC's Scholars Program to have the largest counseling and advising staff of any other program in TAP. All of these programmatic attributes can be directly linked to our ability to collect, evaluate, and to use information to maintain and bulid the program.

D1. Objectives (Looking Back)

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

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.

D.1 Past Year's Objectives

Objective

1. Academically, Scholars students will be prepared to transfer and be successful once they do move into the university setting.

Status: ongoing

Comments: Create a survey to track how our students are doing at the university. We created Scholars Program Transfer Survey and it has been administered to our transfer students for the past four years.

We have also requested data from UCLA's TAP research team. We have asked them to supply us with success and retention numbers for our Scholars transfer students. We had received this information many years ago and realized we needed to look at it again, especially in light of this objective. UCLA is working on this and was unable to get this information to us for the timing of this program review.

Objective

2. The Scholars Program will prepare students to successfully engage in the transfer process.

Status: ongoing

Comments: This is an ongoing objective and critical to the maintenance, success, and existence of the Scholars Program. This objective requires consistent professional development for all counselors and faculty involved as well as ongoing education and training to be competent in all things transfer related.

Currently, the Scholars Program is working on diversifying and expanding transfer opportunities by creating more relationships with universities and their representatives. We are currently working with UC Berkeley and UCSB to offer a number of specialized workshops specifically for Scholars students. We have also been invited to partner with Cornell, Princeton, Yale, and the University of Michigan during the past several years to offer special workshops about these schools to our students. However, we have learned that we must be discerning about these relationships as some schools (Princeton and Yale) are not really interested in enhancing their transfer numbers. They seem to be more interested in being able to use us as outreach samples to show that they have contacted and made an effort with a community college population, rather than enhance or grow their transfer numbers. Their transfer numbers remain extremely low and it may not in the best interest of our students to pursue some of these relationships. Meanwhile, there has been a huge turnover in the personnel working at the UC over the past two to three years and we are actively seeking to engage new representatives. We are working closely with the leadership in our Transfer Center to develop and maintain these important relationships.

Objective

3. The Scholars Program will actively incorporate the Scholars faculty into the program to encourage innovation and collaboration.

Status: ongoing

Comments: We developed a Scholars faculty Homeroom page on Canvas, developed a Scholars faculty orientation and Professional Development workshops. (See #6 below - Executive Summary recommendations.)

Objective

4. The Scholars Program will create and establish concrete initiatives to enhance the enrollment of all students with particular attention to racially minoritized, underrepresented, marginalized student populations.

Status: ongoing

Comments: We are working collaboratively with Black Collegians, Adelante and STEM to recruit and work with their student populations and the faculty who teach in their programs. We are also working with Outreach and Recruitment to specifically address the needs of these populations as we prepare high school seniors for admission to SMC.

D.1 Looking Back: Achievements, Accomplishments, Etc.

- Over the past 6 years, the Santa Monica College Scholars Program has certified more students than any other California Community College; moreover, our certified students are admitted to UCLA at the highest rates throughout the state.
- As indicated in Section B. Populations Served, the number of students has increased since the Scholars Program's

24

last six year program review. At the same time the program has grown, it has maintained a consistent acceptance rate for its students who apply to UCLA. The program has continued to serve its mission and maintain its level of success while increasing the number of students it has in the program, preparing an ever greater number of students to transfer successfully.

- The Scholars Program is the largest program of its kind at SMC, currently enrollment is at 1187 students. It is an Academic Affairs program that seeks to seemlessly integrate counseling and teaching. The Scholars Program was created through Academic Affairs and is housed there because it is primarily an academic program with a heavy focus on its curricular offerings. However, it's success in preparing students for transfer also depends heavily on its counseling and support services.
- In 2019 the Scholars Program partnered with the SMC Foundation and a donor to create the Sharer Scholarship. The Scholars Program counselors screened the applicants and helped the Carol and Kevin Sharer select nine Scholars Program students to be recipients of this award. The students selected are all transfering to a UC or CSU campus where the Sharer Scholarship will cover all of their unmet need at their transfer university. This will enable the students to complete their undergraduate studies debt-free. According to the Foundation, this is the largest single donation in recent history ($300,000) and the Sharers plan to continue funding these awards and working with Scholars Program students in the future.
- Although SMC has experienced a decline in enrollment, the Scholars Program has maintained its enrollment numbers over the past several years. Maintaining the numbers has not been easy and can be attributed to factors such as resources supplied by SSSP/SEAP funds and non-stop in-reach and outreach efforts.
- The SMC Scholars Program has been a member of the UCLA TAP Advisory Board for many years and has had an influential voice in the TAP consortium.
- The Scholars Program has enhanced its partnership with the faculty and counselors at Santa Monica High School through the Counselor to Counselor partnership. This is an annual meeting that was developed to establish opportunities for us to create better working relationships between the personnel at both institutions.

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.

2013 Program Review Recommendations for Program Strengthening to be addressed in 2019

1. Develop SLO assessment tools to measure student understanding and learning more directly.

We have been very intentional in redesigning our SLO's and making them into UO's which are more appropriate for programs such as Scholars. The Scholars Program Transfer Survey, specifically, was created to address this recommendation. As a result of this survey (**C1 Scholars Student Survey Results**), we are better able to report on Scholars students' scope of knowledge and understanding. We are able to report four years of results for this program review.

2. Include longitudinal and disaggregated assessment data for SLO's.

We have tried to make sure that all our data collection is more thoughtful, comprehensive, and consistently collected as is evidenced in the data used for this 2019 program review.

3. Encourage Scholars students to meet associate degree requirements.

Immediately upon receiving this recommendation in 2013/2014 we developed an internal campaign and project to educate Scholars students about associate degrees and to enhance petitions. We recognized that our students were not very interested in getting degrees even though they often had completed the requirements or needed only one or two classes to earn one (or two). We developed a strategic timeline and enacted a plan to pre-evaluate and contact Scholars students to

encourage them to apply for associates degrees, ADT degrees, and certificates. We have evaluated approximately 500-600 Scholars students each year (about half of the program).

After four years of conducting this project and collecting data we are pleased to report that we have shifted the culture of the Scholars Program student in terms of associates degrees. Scholars students are being granted degrees in larger numbers than ever before. (Refer to the **B1 - Scholars Associate Degree Data**) Scholars students are now asking about associate degrees and actively seeking them out on their own. Another by-product of this project is that the pre-evaluation has created another opportunity to review our students and to intervene if problems are found in their academic programs.

4. Investigate reasons for the 2013 dip in retention and success rates, including looking at individual course data.

These rates have adjusted and stabilized since 2013. We are not able to determine why this dip occured.

5. Investigate strategies to strengthen the advisory committee role and participation.

We are using our faculty and soliciting their input more than ever before. Our efforts have been very intentional in terms creating opportunities for our faculty to engage with the Scholars Program staff and with each other. We have found that the Scholars counselors are communicating and working with the teaching faculty to intervene and assist our students far more than before.

We are continuing to attend TAP meetings and are actively seated on the TAP Advisory committee at UCLA.

6. Encourage Scholars faculty to share successful teaching strategies, especially those addressing critical thinking, through the Center for Teaching Excellence.

The program has created an orientation and professional development series for the faculty in the program. The orientation (**C2 Scholars Faculty Orientation)** is designed to give all those teaching in the program a common, baseline understanding of the program, its students, and its purpose. For example, some faculty members assumed that teaching in Scholars meant teaching in an honors program. After going through the orientation, faculty members understand that we are not an honors program, but a transfer preparation program. At the orientation, we discuss what teaching looks like in such a program. For many of our faculty members, that change in perspective led to changes in pedagogy. And, those changes were openly discussed among attendees. These orientations are offered multiple times per year to ensure all those teaching in the program can attend once.

Additionally, we have begun a professional development series designed to address our faculty members' stated needs. We surveyed our faculty to learn the topics about which they wanted help. Recent topics include effectively fostering deep learning in the grade focused student, and incorporating equitable practices in the Scholars classroom. These sessions primarily run as roundtable discussions during which attendees share effective practices.

7. Update Scholars website,especially changes in program requirements.

We worked with Paul Trautwein and have spent considerable time working on our website to update it and make it consistent with the SMC website. The information on the website is up-to-date and correct. We have also worked on and established an online application. We now update our website consistently.

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.

N/A

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).

1. Margin of Excellence grant allowed two Scholars staff members to attend National Collegiate Honors Council in Atlanta, Georgia.

2. SEAP funding sponsored the Scholars Progrm Leader to attend the National Conference on Race and Ethnicity (NCORE)

Both of these one-time funding opportunities allowed Scholars Program personel to take advantage of some valuable professional development opportunities.

D2. Moving Forward

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

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

Overall, we feel that much of the data collected and used for this program review proves that the program is accomplishing much of what it was designed to do. The Scholars Program is consistently maintaining high transfer numbers while maintaining a strong relationship with community partners (UCLA, etc.). Scholars students are performing well and are satisfied with their experience in their classes at SMC and after transfer. Success rates, persistence and retention are very strong in relation to SMC as well as other special programs. The Scholars Program is often highlighted (by the SMC Transfer Center, UCLA, etc.) as a premier program in terms of SMC's quest to be one of the best in transfer.

As a result of reviewing our application intake process we are currently considering rewording our essay prompt to solicit more focused and useful information about students seeking admission into the program.

As a result of this program review and also being active participants in the Guided Pathways Redesign Teams and efforts, the members of the Scholars Program have looked at the program's course offerings and scrutinized the curriculum. We have noted some areas that need attention. Please refer to the "Coming Year's Objectives" for some curricular changes and additions.

D2: Coming year's Objectives (Moving Forward)

Objective #1
Objective:

As a result of the Guided Pathways Redesign effort, the Scholars Program will create opportunities for students in the program to conduct career and major exploration early in their college career. Scholars students will be offered specialized sections of Counseling 12, Career Planning through the program's offerings.

Area/ Discipline/ Function Responsible: Scholars

Assessment Data and Other Observations:
Institutional Research Data

Other data or observed trends

External Factors:
SMC Strategic Initiative
Guided Pathways Redesign

Timeline and activities to accomplish the objective: We will begin offering this class in spring 2020

Describe how objective will be assessed/measured: Course fill rates
persistence
success

Comments: As a result of the Guided Pathways Redesign Effort, the Scholars Program will offer students the opportunity to explore career opportunities early so that they can feel more secure about their choice of major.

Objective #2
Objective:

The Scholars Program Faculty Leader is working with UCLA's TAP division to create a research class specifically for program students. This course will be modeled after a course already offered at UCLA and one that is used by the SMC STEM program. The objective is to ensure that Scholars students have exposure to research opportunities while at SMC and as a result of being in the Scholars Program.

Area/ Discipline/ Function Responsible: Scholars

Assessment Data and Other Observations:
SLO Assessment Data
UO Assessment Data

External Factors:
Other Factors
Transfer students have indicated that these experiences are invaluable.

Timeline and activities to accomplish the objective: unknown

Describe how objective will be assessed/measured: There will be an SLO developed for the class.

Comments: We feel that early exposure to research opportunities would prepare SMC transfer students to perform to an even higher standard once they reach their universities.

F. 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 scope of involvement of the faculty and staff in the Scholars Program is extensive. There is a very real sense of institutional responsibility that is shared and encouraged amongst those of us who are involved in this program. The following is a sampling of the institutional engagement that occurs:

- UC Application Workshops in conjunction with the Transfer Center
- New Scholars Program Student Orientations
- College Essay Writing Workshops
- Scholars Program Information Sessions
- College Fairs
- Classroom Presentations (Counseling 20)
- Student Club Presentations
- Parent Workshops
- Departmental Presentations
- Academic Senate Department Chair Committee representative
- VIP Welcome Day presenters (for Office of Outreach)
- Super Saturday presenters (for Office of Outreach)
- 4C Internship Committee (Chair)
- 4C Internship Mentors
- Member of Professional Development Committee: Coordinate consistent flex day presentations for program faculty members
- Ombuds (do presentations to chairs and departments),
- Care and Prevention Team member (presentations to chairs and departments; worked with the Honor Council to clarify our relationship and some related procedures),
- Presentation with Sherri Bradford and Laurie Guglielmo for Equity at the Center for Teaching Excellence on "White Allyship"
- Regularly attend Equity Speaks and attended the Equity Summit
- Mapping day participants for Guided Pathways and creative team for the areas of interest.
- Regularly participate in Counseling Department meetings and trainings
- Presenter for the 4C Internship (SMC's Counseling Internship class)
- Serve on evaluation and tenure committees for many faculty members across many disciplines
- Participate in regular meetings with Chairs on matters of curriculum and recommendations for faculty teaching Scholars courses
- Maintain cooperative and working relationship with Judicial Affairs
- Work closely with the STEM faculty and leaders
- Consult with and advise the Foundation and Scholarship Office.
- Guided Pathways Area of Interest Team Counselors (Scholars representatives for all areas)
- Work with the Wellness Center to provide mental health services for students
- Accreditation (Chair, Co-Chair, committee members)
- Data Coach - Campus wide
- IRT - Integrated Re-Design Team
- UnDocuAlly Trainees
- Student Relief Fund Committee Chair
- Basic Needs Committee Member
- Counseling Faculty Lead, Noncredit Initiatives

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

There are numerous outside organizations with which the Scholars Program must associate.

- The Scholars Program is a longstanding and prominent member of the UCLA TAP Advisory Committee. This committee is comprised of leaders from UCLA and other community colleges in the TAP consortium.

- Attend regular TAP meetings at UCLA

- The Honors Transfer Council of California (HTCC) is a statewide organization comprised of the honors and TAP programs at the California community colleges that requires our membership and attendance.

- The National Collegiate Honors Council (NCHC) is our national professional organization of which we are members.

- The Scholars Program has played a key role in the LMU Transfer Pathway Program started in 2017. This is a one-year transfer program that has been developed through the efforts of LMU's Office of Undergraduate Admissions, SMC's Transfer Center Coordinator and the Scholars Program. This program gives students who are denied admission into LMU the opportunity to be guaranteed admission into LMU after completing a year at SMC.

- Annually a number of the Scholars Program counselors and the Program Leader attend the University of California Counseling Conference, Ensuring Transfer Success (ETS). This helps them to remain current and to maintain crucial UC contacts.

- Sharer Scholarship was developed in conjunction with Foundation members and Sharer donors.

- The Scholars Program is a member of the SMC/Santa Monica High School Counselor to Counselor partnership (started in 2016). This partnership has allowed us to develop a much stronger working relationship with SaMoHi and has been invaluable in helping create a collegial working relationship between the faculty, counselors and staff at the two institutions.

- The Scholars Program has conducted special presentations with a number of universities such as the University of Michigan, UC Berkeley, UC Santa Barbara, Yale, etc.

- Attend annual University of California meetings and networking events - TAP, CCC Counselor meetings, etc.

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 Scholars Program is unique because it is the only program on campus supervised under Academic Affairs, with such a large student service component. Jenny Merlic, Vice President of Academic Affairs, and Jason Beardsley, Interim Dean of Instructional Services, are the administrators who oversee the Scholars Program. This structure is mandated in the UCLA TAP Criteria for Membership (**A3**):

Organized structure of the Honors/Scholars Program that reports to an academic dean or vice president having official representation on college governance committees.

There is a Faculty Leader, Eric Oifer, who has one course of reassigned time to work with issues pertaining to the Scholars curriculum. He communicates with department chairs and faculty regarding course offerings, content, etc. He reviews all program applications and reads the essays and recommendation letters. This position is crucial in overseeing the instructional aspects of the program especially in maintaining the quality, content, and integrity of the program.

Teresa Garcia is the Scholars Program Leader/Counselor and is charged with overseeing the Scholars Program counselors. She works in conjunction with Laurie Guglielmo, Counseling Department Chair, to maintain the counseling needs of the program. There are currently two full-time counselors and four part-time counselors assigned to the program.

Alexandra Vargas is a permanent part-time Student Services Clerk. Alex also works in the Health Services Office on

campus in another permanent part-time position. She manages the front desk operations and oversees the student workers. The program tries to consistently employ approximately six student workers through FWS. The student workers are always members of the Scholars Program.

The relationship between the administration, faculty, and classified staff is very good. We are keenly aware of the importance of being professional, respectful, and supportive. The staff truly enjoy each other and work collectively to create a collegial atmosphere. The Scholars Program is now housed next to General Counseling/Transfer Services in the Student Services Center and, as a result, is now working with the counseling staff in those areas more than ever before. Now that we are in the SSC, we are interacting with all the student services areas far more frequently than in the past.

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].

We have gone back and forth for years with HR over having a full-time clerk to handle our applications, phones, front desk traffic, etc. For a number of years we have had a permanent part-time classified position. This is far from ideal because it enables us to have reliable front desk service for only a portion of the working day while that employee is in the office. We try to fill in the gaps using student workers. We have a very small student help fund and must therefore rely on using students who have work-study funding through financial aid. This is also not an ideal situation as student workers tend to be less reliable than a classified employee and their working calendar is restricted and has blackout periods as defined by financial aid policies. Whenever the student workers do not show or are unavaliable, the program leader and counselors must handle the front desk and try to do their jobs simultaneously.

When the Scholars Program was housed with the Career Center in the Counseling Village (through June of 2019), we shared a common front desk area and we often commandeered their front desk clerk and student workers to assist us in filling in our gaps. We are no longer in a position to do this in our new facility.

Honestly, this is a huge problem for us . We really need a permanent full-time position to handle our front desk operations.

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].

We have two offices in the Scholars area that share a common printer. These two offices need stand-alone printers.

Currently, there is one copier shared by General Counseling and is located in the midst of their area. It is an inconvenience to have the copier in that location for those of us who work in the Scholars Program (especially when we are in the middle of working with students). It would be helpful to have a small copier in the Scholars Program area.

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].

We would like to be able to return our Student Services Clerk position to a 40 hour per week position which is what it had been in 2000. Since this position handles all processing of new students and manages the everyday operations of the front office, this position is invaluable to the operation. When budgets were cut in 2000 and there were some classified personnel shifts, the Scholars Program lost the full-time classified position and received a permanent part-time Student Services Clerk. This clerk works from 8:30 a.m. to 12:30 p.m. The Scholars Office is open from 8 a.m. - 4 p.m. Monday through Thursday and 8 a.m. - 12 p.m. on Fridays.

For many years, the Scholars Program Leader, Teresa Garcia has opened the office at 8 a.m. and covers the gaps in the afternoon when the student workers are unavailable.

Full-time Student Services Clerk: As a result of not having a full-time permanent classified front desk clerk, there are periodically times during the working day that the Scholars Program front office is completely unattended. We are unable to take inquiries, check students in for appointments, answer phones, etc. We do get occasional complaints about the lack of service during these down-times. Unfortunately, all we can do is apologize and explain the reason.

4. List all current positions assigned to the program.

Faculty Leader (1 course reassign time)

Program Leader/Counselor (32 weekly hours)

Full-time counselor (32 weekly hours)

Part-time counselors (53.5 weekly hours)

Student Services Clerk (20 hours a week)

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?

Guided Pathways has consumed many aspects of Student Affairs and Acedemic Affairs over the past many months. The Scholars Program counselors have been key players in terms of participating in all aspects of the Guided Pathways Redesign. Because the Scholars Program is such a focused and defined program in terms of the TAP contract and it has positive success rates, the Redesign Team has shown interest in looking at the practices and operations of the program. It is unknown at this time how the Redesign will impact the Scholars Program, if at all.

Growing numbers of students unable to access universities upon graduation from high school have and will continue to impact the Scholars Program. This program is poised to offer services to Scholars students that will positively impact all aspects of their transfer needs. We want to continue to successfully transfer well-prepared, quality students to universities throughout the world and particularly to UCLA. The program's future is largely dictated by UCLA and the Transfer Alliance Program. We are trying to be thoughtful in creating and establishing practices and processes in our program that will streamline our program, make us accessible to a broader number of new students, and make us more efficient. On-line applications, Corsair Connect counseling appointments, adding new courses to the Scholars curriculum, working more closely with our faculty, etc. are just some of the ideas put into place that will hopefully drive our program forward and

keep our students competitive.

Last year was the most difficult admissions year ever. UCLA received 24,000 (1,886 TAP) applications from transfer students. They made admissions offers to 4,900 students (compared to 5,500 in in the previous year). They also placed an unprecedented number of students on wait lists. This trend concerns us and, if it continues, will certainly impact the future of the Scholars Program. We anticipate and hope that the Scholars Program will maintain its numbers and population in the future. However, the stability and growth of the program is very dependent upon the trends that are dictated by the University of California. For instance, outside the context of UC admissions practices and standards, the Scholars Program could easily grow and boost its number of participants by changing some of its own criteria for admitting students to the program. However, doing so would not necessarily be in the best interest of our students unless the UC's open more spots and become more lenient in terms of transfer admissions. The success of the Scholars Program comes not just from local actions we take, but depends upon the program's ability to respond to and work within the constraints and trends in UC transfer admissions.

As a result of our associates degree efforts, we have noticed that more Scholars students than ever before are getting associates degrees and expressing interest in attending the graduation ceremony. We hope to create a more formal process for recognizing this increased number of Scholars Program graduates at the ceremony.

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].

We are thrilled with our new offices in the new Student Services Center. Our offices are spacious, clean, and inviting.

The only equipment that we could possibly wish for is a copier that is more accessible to our area. Currently, we must go through the Transfer Center to the other side of the building to access a copier.

We would also like two more printers for our offices that are without printers at this time.

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].

We would like to be able to return our Student Services Clerk position to a 40 hour per week position which is what it had been in 2000. Since this position handles all processing of new students and manages the everyday operations of the front office, this position is invaluable to the operation. When budgets were cut in 2000 and there were some classified personnel shifts, the Scholars Program lost the full-time classified position and received a permanent part-time Student Services Clerk. This clerk works from 8:30 a.m. to 12:30 p.m. The Scholars Office is open from 8 a.m. - 4 p.m. Monday through Thursday and 8 a.m. - 12 p.m. on Fridays. For many years, the Scholars Program Leader, Teresa Garcia has opened the office at 8 a.m. and covered gaps in the afternoon.

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

We have become dependent upon SSSP funding (now called SEAP). We are very concerned about the stability of this funding source.

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

Several concerns and recommendations have arisen as a result of our examination of the Scholars Program:

There has been a huge turnover of personnel at the UC campuses over the years and especially as of the last several years. This is due to retirements and shifts within the institutions. The same is also true of Santa Monica College. It has become clear that SMC needs to address the fact that we have lost many of our connections and relationships within the administration at schools such as UCLA, particularly in the area of admissions. In the 1980's, 1990's, and 2000's SMC put

a great amount of effort into establishing and maintaining relationships with admissions directors, provosts, etc. These connections absolutely impacted and trickled down to areas such as our Transfer Center and, certainly, to the Scholars Program. We are concerned that if left unattended, our good working relationships with our partner schools can and will be impacted, and, ultimately, our students and transfer numbers can suffer. We need to be attentive and strategic by working more on nurturing these valuable and important relationships.

Growth of the Scholars Program is something that the administration has encouraged for many years, and the Program has grown. Although the Program could take on more students, there would need to be thoughtful planning in terms of resources such as our staffing and course offerings.

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

Although we know it may sound like a small issue, this is something we have discussed for years. We would like to find a funding source to offer our students sashes for the graduation ceremony. Currently it seems that the Scholars Program is one of the only (if not the ONLY) program on campus that does not recognize its graduates with some sort of colored sash. Our students are asking for this more than ever because they are attending the graduation ceremony more than ever before. This would speak volumes about the Scholars Program to our students and make them feel like they have a special place in the graduation ceremony, as the students in the other programs do.

Evaluation of Process

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

This is the third 6-year review completed by the current leadership in the Scholars Program. This consistency/longevity has allowed us to use the program review process to develop some strategic initiatives and to comprehensively collect data to examine elements of the program.

The program review process made us create the Transfer Survey so that we could better understand how our students are faring after transfer. It has also led us to work on establishing a research class as well as a career class, specifically for the Scholars Program students.

The program review process made us think about associates degrees in relation to our student population and to enhance their plans and petitions accordingly.

The program review process encouraged us to be more thoughtful about our technology and to create an electronic application process.

The program review process caused us to look at our website and to address issues regarding ADA compliance, navigation, etc.

The program review process has been a thoughtful process for us by encouraging us to consider equity in our processes.

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.

1.	
1.	
1.	
2.	

Attached Files	
A1 TAP Certification Form	
A2 TAP Contract	
A3 Criteria for TAP Membership	
B1 Scholars Associate Degree Data	
C1 Scholars Student Survey Results	
C2 Scholars Faculty Orientation	
C3 Scholars Faculty Survey Results	
C4 SMC/UCLA Admissions Data	
C5 UCLA TAP 2014 Summary	
C6 UCLA TAP 2015 Summary	
C7 UCLA TAP 2016 Summary	
C8 UCLA TAP 2017 Summary	
C9 UCLA TAP 2018 Summary	