

| | | | |
|--|---|--|--|
| | | | <ul style="list-style-type: none"> • 49 students attended |
| | Offer transition workshops and handouts to those transferring as identified by RSVP'ing for Reception or referred by counselors | <p>Number of students who RSVP for Transfer Recognition Reception</p> <p>Number of students participating in workshops</p> | <p>2013-2014</p> <ul style="list-style-type: none"> • 49 students RSVP'd • Workshops and handouts had not been developed <p>2014-2015</p> <ul style="list-style-type: none"> • 56 students RSVP'd • All students who registered or were referred by a counselor received a handout; one student participated in a workshop, approximately 12 students received assistance in understanding financial aid package |

Required Service #7: Coordinate services with four-year institutions

| Objectives | Activities | Measures/ Instruments | Evidence or Progress from 2013-2014 and 2014-2015 Academic Years |
|--|--|---------------------------------------|---|
| Coordinate services with four year institutions | Transfer Day | Number of students attending, surveys | <p>2013-2014</p> <ul style="list-style-type: none"> • Approx. 350 students attended • 56 surveys returned • Based on survey responses, all in attendance found the representatives either somewhat helpful or very helpful <p>2014-2015</p> <ul style="list-style-type: none"> • Approx. 400 students attended • 95 surveys returned • Based on survey responses, most in attendance found the representatives either somewhat helpful or very helpful; 6 reported they were only a little helpful and 1 responded they were not helpful at all |
| | Representative visits | Track number of representative visits | <p>2013-2014</p> <ul style="list-style-type: none"> • 41 representative visits not including Transfer Day <p>2014-2015</p> <ul style="list-style-type: none"> • 43 representative visits not including Transfer Day |
| | Regular representative visits from UC Berkeley | Acceptance rate to UC Berkeley | <p>2013-2014</p> <p>COM's Fall 2014 UC Berkeley acceptance rate: 34.82% CCC system Fall 2014 UC Berkeley acceptance rate: 22.09%</p> <p>2014-2015</p> |

Evaluating Student Learner Outcomes (SLOs)

For the 2011-2012, 2012-2013, and 2013-2014 academic years, the Transfer and Career Center focused on the Student Services SLO of “Identify and use college resources that support student success.”

| Academic Year (AY) | Division Wide Student Learning Outcome | Program Level Student Learning Outcomes (PLSLO) | Measures/Evidence |
|---|--|--|---|
| AY 2011-2012 2012-2013, and 2013-2014 | 1. Identify and use college resources that support student success | PLSLO #1: Students will demonstrate increased awareness of transfer as a core educational process at COM by participating in activities such as “Transfer Day” which will be employed strategically by the Transfer Center to market its resources and programs. | Measures: (a) Survey given during Transfer Day event |

2013-2014 Survey Analysis and SLO report: Attachment A

Beginning with 2014-2015, the following SLOs will be addressed and assessed:

| Academic Year | Division Wide Student Learning Outcome | Program Level Student Learning Outcomes (PLSLO) | Measures/Evidence |
|---------------|---|---|--|
| AY 2014-2015 | SLO #1: Identify and use college resources that support student success | PLSLO #1.1: Demonstrate a deeper understanding of transfer resources and transfer decision-making process | Measures: 1) Transfer Center use 2) Transfer Day attendance and surveys 3) Workshop attendance 4) Surveys assessing knowledge of resources (given at workshops, pre and post) |
| | SLO #2: Develop effective planning skills that support educational goals and lifelong success | PLSLO #2.1: Have confidence in transfer decisions and knowledge of longer term goals | Measures: 1) Surveys given to students who register for the Transfer Recognition Reception and/or who inform their counselor they are transferring |

2014-2015 SLO Report and Analysis: Attachment B

Transfer and Career Center
2013-2014

Division and Program-Level SLOs and anticipated measures/evidence

| Academic Year (AY) | Division Wide Student Learning Outcome | Program Level Student Learning Outcomes (PLSLO) | Measures/Evidence |
|---------------------|---|---|---|
| AY 2012-2013 | Identify and use college resources that support student success | PLSLO #1: Students will demonstrate increased awareness of transfer as a core educational process at COM by participating in activities such as "Transfer Day" which will be employed strategically by the Transfer Center to market its resources and programs. | Measures: (a) Survey given during Transfer Day event |

Please answer all of the following questions. If you are assessing more than one PLSLO this year, please provide the same information for your second PLSLO as well.

Assessment Focus and Methods for PLSLO #1: Students will demonstrate increased awareness of transfer as a core educational process at COM by participating in activities such as "Transfer Day" which will be employed strategically by the Transfer Center to market its resources and programs.

How will SLO be assessed?

A survey will be given to students who participate in Transfer Day.

What information/data will be collected?

The 11 question survey will generate data that will inform on the efficacy of the event.

When and by whom?

On Transfer Day by Transfer Center staff.

How will it be analyzed?

Data and report summaries will be discussed with Counseling and other Student Service staff. Data will be used to inform potential changes to the event.

How will it be reported?

Results will be reported verbally at SS SLO group meeting, at department meetings. Survey data will be shared as part of program review or mini program review.

Reporting plan for assessment of PLSLO #1: Students will demonstrate increased awareness of transfer as a core educational process at COM by participating in activities such as "Transfer Day" which will be employed strategically by the Transfer Center to market its resources and programs.

Where will results be disseminated?

SLO results will be disseminated in staff meetings, Student Service division meetings, the Annual Program Plan Report, and program review.

When will changes be implemented?

During planning for fall 2013 Transfer Day

When will the annual report be completed?

Spring 2013

Transfer Day 2013 Student Evaluation

Please circle most appropriate response. Thank you!

1. How did you find out about COM Transfer Day?
 Flyer Counselor In Class Walking By Other
2. Have you completed 30 or more transferable units?
 Yes No
3. What is your major? (open response)
4. How often do you meet with a COM counselor?
 Never Once a year Once a semester More than once a semester
5. Are you a part of any student support program such as EOPS, DSPS, or Puente? If yes, please list.
6. How often do you use the Transfer and Career Center? (circle one)
 Never Once a year Once a semester More than once a semester
7. Did you find the College of Marin support staff helpful at this event? (circle one)
 Not at all A little Somewhat Very helpful
8. Did you find the information from the college and university representatives helpful? (circle one)
 Not at all A little Somewhat Very helpful
9. What was most helpful? (open response)
10. What could be added next year that would be important to you? (open response)
11. Additional Comments (open response)

Transfer and Career Center
2013-2014

Division and Program-Level SLOs and anticipated measures/evidence

| Academic Year (AY) | Division Wide Student Learning Outcome | Program Level Student Learning Outcomes (PLSLO) | Measures/Evidence |
|---------------------|---|---|---|
| AY 2012-2013 | Identify and use college resources that support student success | PLSLO #1: Students will demonstrate increased awareness of transfer as a core educational process at COM by participating in activities such as "Transfer Day" which will be employed strategically by the Transfer Center to market its resources and programs. | Measures: (a) Survey given during Transfer Day event |

- **Describe/Discuss the result of PLSLO #1**
- **Describe how the results of the assessment were disseminated and to whom? (What was the program's process for reviewing the results and discussing the implications of the results?)**
- **Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.**
- **If applicable, discuss program modifications changes and timeline for implementation of changes.**
- **What resources are needed to improve your program?**

Note: Analysis is drawn from 56 total respondents.

- Students indicated that they knew of COM's Transfer Day through multiple means. Students were instructed to circle all options which applied, so while 56 surveys were returned, there were 72 responses total to this question.
 - The results seem to indicate that multiple ways of advertising the event are best as no one medium returned a significant number of responses, either negative or positive.
- Approximately 48% of respondents reported having completed 30 or more transferable units and 52% reported that they had not.
- The one major with the highest number of responses (10) was undecided. The following majors were also reported:

| | |
|----------------|----------------------|
| ○ 8 Business | ○ 4 Economics |
| ○ 5 Psychology | ○ 3 Nursing |
| ○ 4 Biology | ○ 2 Criminal Justice |

- 2 Communications
 - 2 Computer science
 - 2 Graphic/game design
 - 2 Kinesiology
 - 2 Math
 - 1 Anthropology
 - 1 Chemistry
 - 1 English
 - 1 Ethnic Studies
 - 1 Geology
 - 1 Health Sciences
 - 1 Liberal Arts
 - 1 Linguistics
 - 1 Nutrition
 - 1 Physics
 - 1 Political science
 - 1 Public health
 - 1 Statistics
- The vast majority of respondents (64%) met with a COM counselor more than a semester.
 - Another 32% met with a COM counselor once a semester. One respondent indicated meeting with a COM counselor once a year and one respondent indicated he/she had never met with a COM counselor.
 - 68% of respondents indicated they are not a part of any special program at COM. Of the 17 who indicated they were a part of a special program, 9 were in EOPS, 5 in Puente, and 1 in DSPS.
 - 30% of respondents reported that they use the Transfer and Career Center more than once a semester; 27% once a semester; 20% once a year; and 23% reported never using the Transfer and Career Center.
 - The vast majority of respondents (96%) reported the College of Marin support staff were helpful at the event.
 - All respondents felt the college and university representatives were somewhat or very helpful.
 - What students reported as being the most helpful was simply the information being offered at the event, including transfer requirements, the various schools one could transfer to, scholarship information, etc.
 - The most common response to “What could be added next year that would be most important to you?” was again to have more school and representatives present at the event. This is a common concern from previous years that is very difficult for the Transfer and Career Center to control for. As College of Marin is a smaller school, many of the more popular universities are choosing to not attend our Transfer Day event. This is especially true of those intuitions which are not close in proximity to COM.

The event and survey are intended to provide an opportunity for students to increase their awareness of transfer as an educational goal and become more educated on the transfer process. With 56 surveys returned, and an estimated 350 students attending the event, that Student Learning Outcome was met. Open ended responses give proof to the students being actively engaged in the activity/event. Based on survey responses and approximate attendance, the SLO has been met. However, there are multiple ways in which this event can be improved.

Following every Transfer Day event the Transfer and Career Center Technician, Department Chair of Counseling, and other vested staff and faculty meet to debrief and strategize improvements for the upcoming year. Taking the survey responses into consideration, the greatest improvement that will be worked on for the next Transfer Day event will be to attempt to increase the number of universities and representatives attending. This will in turn add to the program level SLO of increasing awareness of transfer.

Transfer and Career Center**2014-2015****Division and Program-Level SLOs and anticipated measures/evidence**

| Acad emic Year | Division Wide Student Learning Outcome | Program Level Student Learning Outcomes (PLSLO) | Measures/Evidence |
|-------------------------------|---|---|--|
| AY 2014-2015 | SLO #1: Identify and use college resources that support student success | PLSLO #1.1: Demonstrate a deeper understanding of transfer resources and transfer decision-making process | Measures: 1) Transfer Center use 2) Transfer Day attendance and surveys 3) Workshop attendance 4) Workshop surveys (pre and post) |
| | SLO #2: Develop effective planning skills that support educational goals and lifelong success | PLSLO #2.1: Have confidence in transfer decisions and knowledge of longer term goals | Measures: 1) Surveys given to students who register for the Transfer Recognition Reception and/or who inform their counselor they are transferring |

SLO #1: Identify and use college resources that support student success

- Drop in center usage during the 2014-2015 academic year was 1,041, as compared to 737 in the previous year, which is approximately a 41% increase.
- For survey results and analysis from Transfer Day, see attachment 2014 Transfer Day survey results
- Transfer workshop attendance for **2014-2015** was:
Workshop attendance (estimates)
*UC TAG - 7 offered, approx. 47 attended
*UC Application – 12 offered, approx. 40 attended
*UC Personal Statement – 9 offered, approx. 61 attended
*CSU Application - 7 offered, approx. 54 attended
*Total number of students attending: 202

As compared with **2013-2014**:

Workshop attendance (estimates)

Attachment B

- *UC TAG – 8 workshops, approx. 44 students attended
- *UC Application – 14 offered, approx. 38 students attended
- *UC Personal Statement – 11 offered, approx. 33 attended
- *CSU Application – 14 offered, approx. 60 attended
- *Total number of students attending: 175

This shows an increase in workshop attendance of a little more than 15% from the previous year.

4. For a more detailed analysis, as well as survey results, please see the attachment Fall 2014 workshop survey results.

SLO #2: Develop effective planning skills that support educational goals and lifelong success

Transfer Recognition Reception 2015 Student Survey
46 surveys returned

- 1. How confident are you that your transfer school will have the academics, environment, support, and opportunities you need to be successful?**
 - a. **30** Very confident
 - b. **16** Confident
 - c. **0** Somewhat confident
 - d. **0** Not confident

- 2. How confident are you that your chosen transfer institution will support your educational, career, and personal development goals?**
 - a. **33** Very confident
 - b. **12** Confident
 - c. **1** Somewhat confident
 - d. **0** Not confident

- 3. Have you begun planning what you will do after you receive your bachelor's degree?**
 - a. **5** I know exactly what I will do
 - b. **27** I have an idea of what I would like to do
 - c. **10** I will decide when I get to my transfer institution
 - d. **4** I have no idea what I will do after my bachelor's degree and I don't know where to begin

- 4. Do you know what resources are available at your chosen transfer school that can help you research opportunities such as internships, research, graduate schools, fellowships, etc.?**

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- a. **6** Yes, I know what they are and where they are
- b. **25** I know a few
- c. **15** No, I do not know what resources are available

Results and Analysis:

- 100% of respondents reported being at least confident, with 65% of respondents stating they were very confident, that their transfer institution would have the academics, environment, support, and opportunities to be successful.
- Nearly 100% of respondents reported feeling confident that their transfer institution will support their educational, career, and personal development goals. Only one student reported feeling somewhat confident, and no respondent reported not being confident.
- Results were more mixed when it came to respondents' long term plan after a bachelor's degree. Only 10% of respondents knew exactly what they wanted to do. 58% reported they had an idea of what they would like to do, 22% reported they would decide once they transferred to their new educational institution, and 8% reported having no plans and did not know what to do to make plans.
- 13% of respondents knew about resources available to them at their transfer institution; 54% reported knowing a few of the resources; and 33% reported not know what resources would be available to them.
- With fewer students reporting long term post baccalaureate plans nor being fully knowledgeable of resources available at their transfer intuitions, the self-reported confidence level is a little worrisome.
 - The Spring 2015 semester was the first time transition workshops were offered to students. Only one student took advantage of this opportunity.
 - Many students did seek assistance with understanding their financial aid packages during one on one sessions
 - All students who reported their upcoming transfer to the Transfer and Career Center were given the "Transfer Transitions" handout which included a listing of common student services.
 - More should be done to ensure they are aware of resources at their transfer institutions and are more engaged in long term planning.
 - Campus tours to institutions can assist with both. Campus tours will include an admission presentation and a presentation from at least one student service office for each campus tour, with 4-5 campus tours annually. A university's Career Center will be included in at least one of the 4-5 scheduled annual campus tours.

Survey questions to workshop attendees

Before Workshop (pre-test):

1. How confident would you feel in completing the application without assistance?
 - a. Very Confident
 - b. Confident
 - c. Somewhat Confident
 - d. Not Confident

2. How confident are you in your major choice?
 - a. Very Confident
 - b. Confident
 - c. Somewhat Confident
 - d. Not Confident

3. How often do you visit the Transfer and Career Center?
 - a. More than twice a year
 - b. Twice a year
 - c. Once a year
 - d. Only once ever
 - e. I have never visited

4. How often do you meet with a counselor regarding transfer planning?
 - a. More than twice a year
 - b. Twice a year
 - c. Once a year
 - d. Only once ever
 - e. I have never met with a counselor

5. Do you have an educational plan on Degreeworks?
 - a. Yes
 - b. No
 - c. I don't know

6. How many schools will you be applying to for transfer?

After Workshop (post test):

7. How confident do you feel about completing the application now that you have participated in the workshop?
 - a. Very Confident
 - b. Confident
 - c. Somewhat Confident
 - d. Not Confident

Attachment B

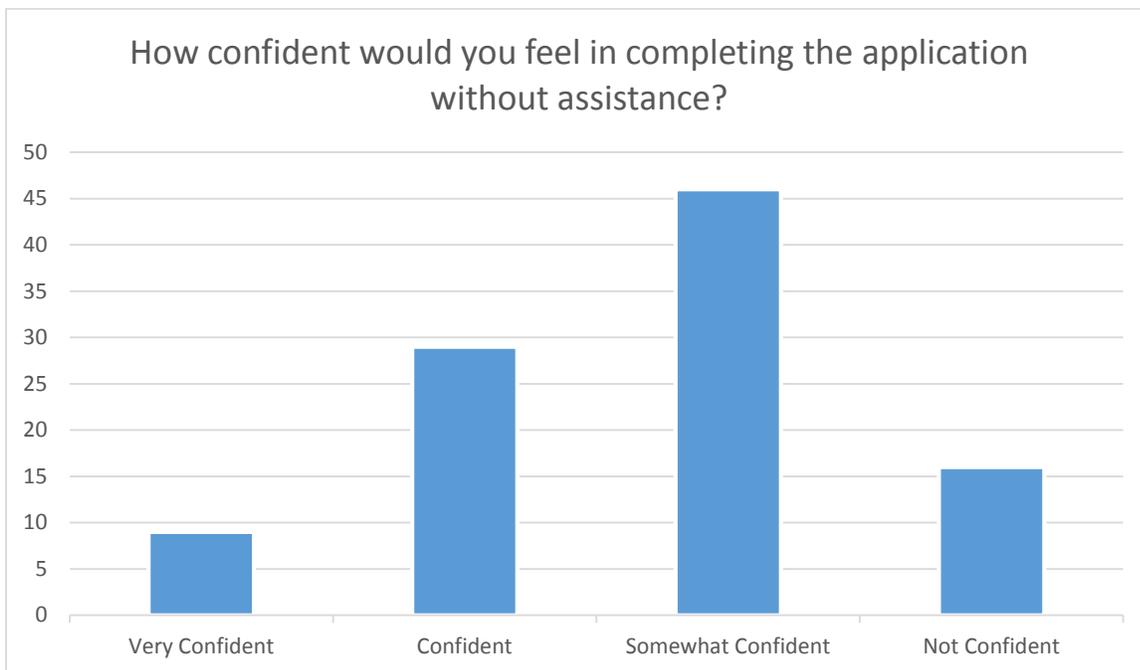
- 8. Please rate how helpful you found the workshop:
 - a. Very Helpful
 - b. Helpful
 - c. Somewhat Helpful
 - d. Not Helpful

- 9. Would you recommend this workshop to others?
 - a. Yes
 - b. No

- 10. Do you have any suggestions to help us improve our workshops?

Graph of responses:

- 1. How confident would you feel in completing the application without assistance?

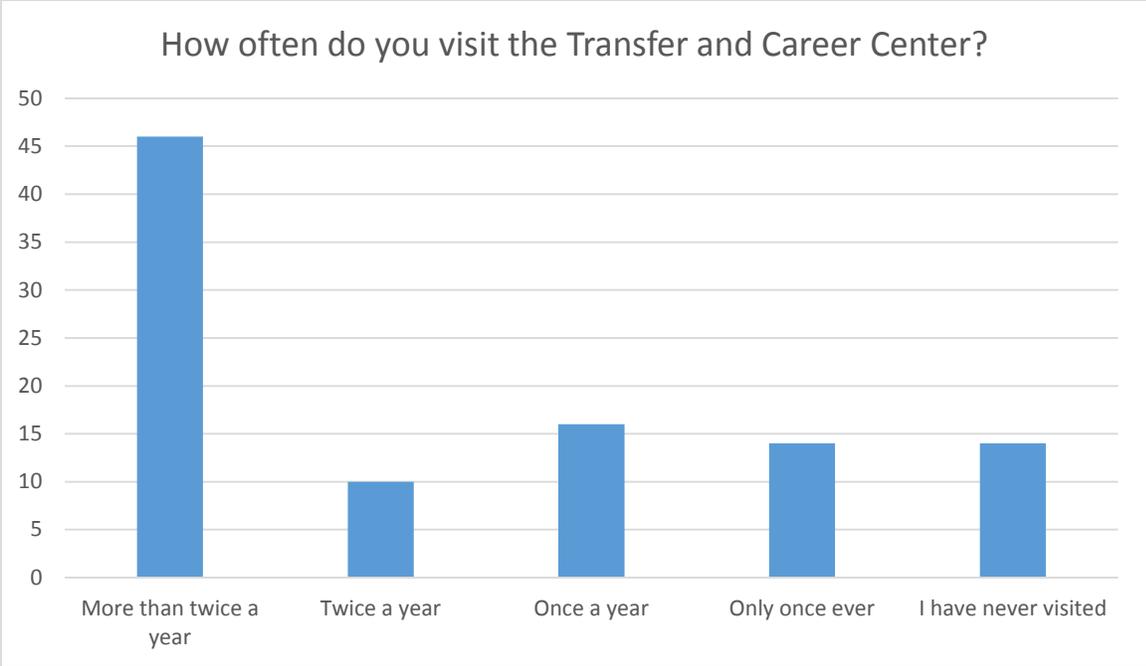


- 2. How confident are you in your major choice?

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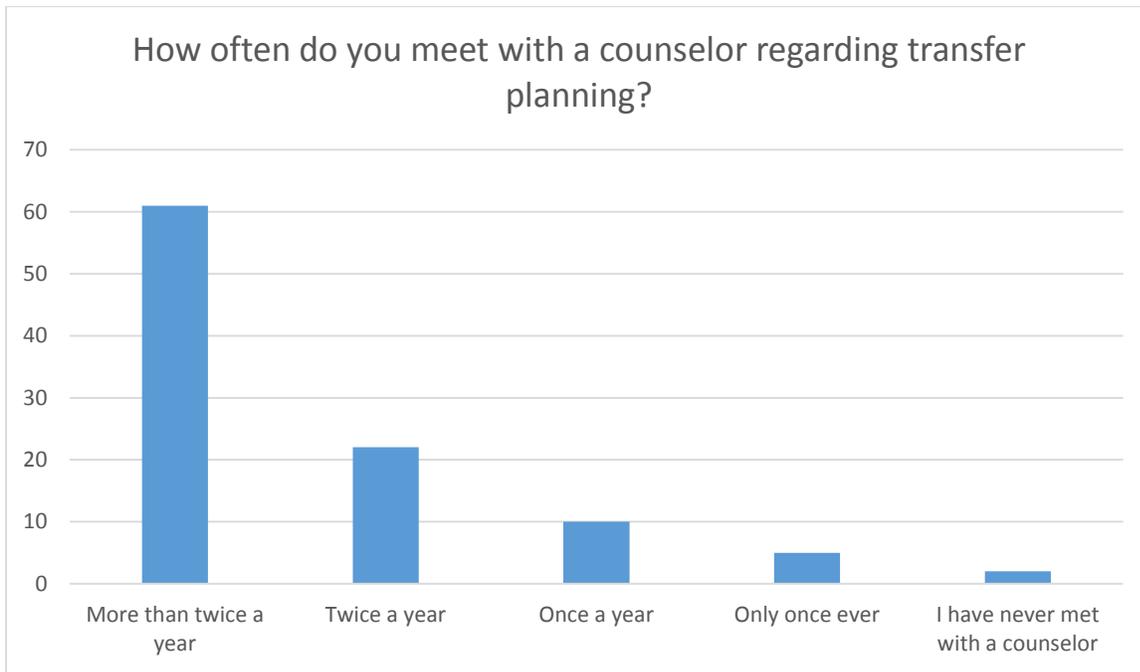


3. How often do you visit the Transfer and Career Center?

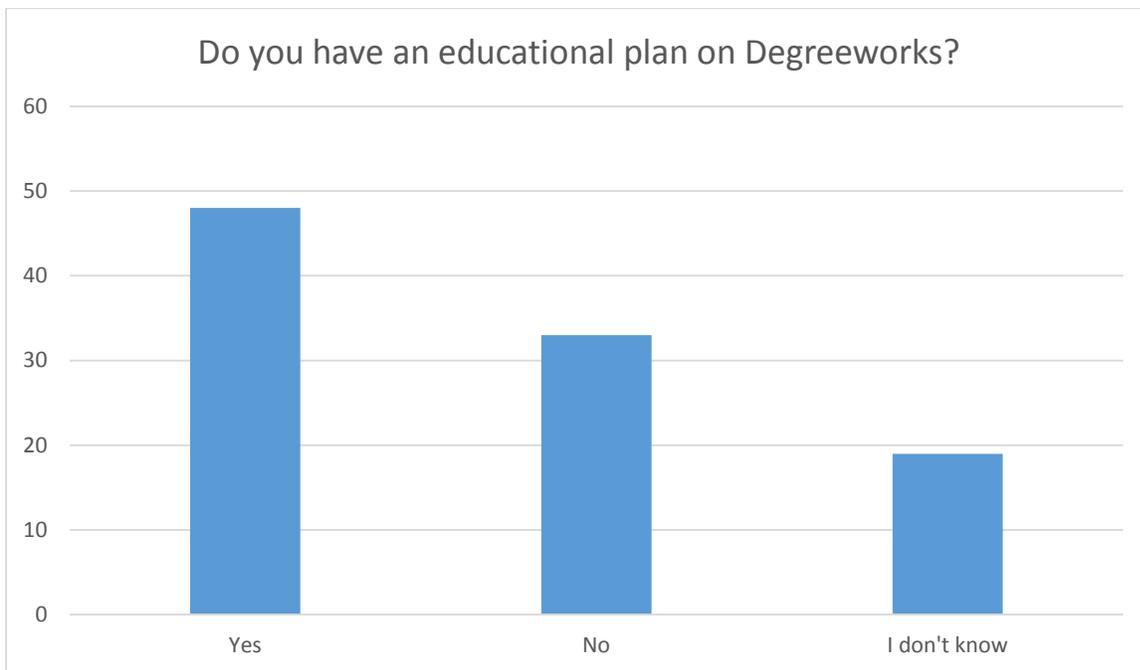


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4. How often do you meet with a counselor regarding transfer planning?



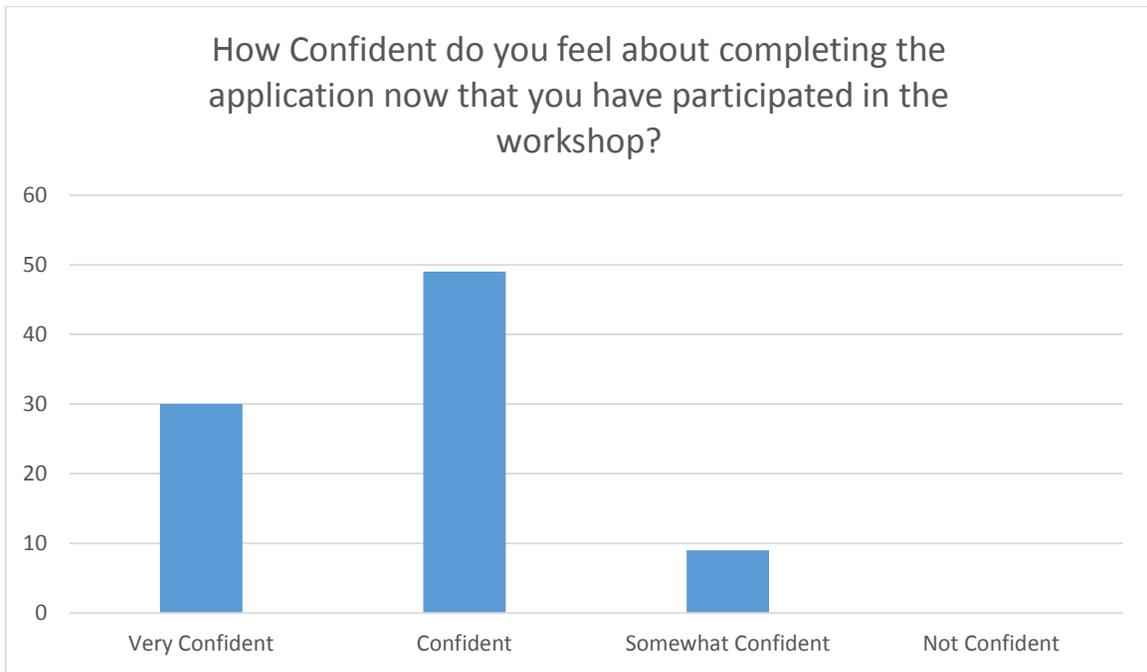
5. Do you have an educational plan on Degreeworks?



6. How many schools will you be applying to?

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Average of all respondents: 4.34

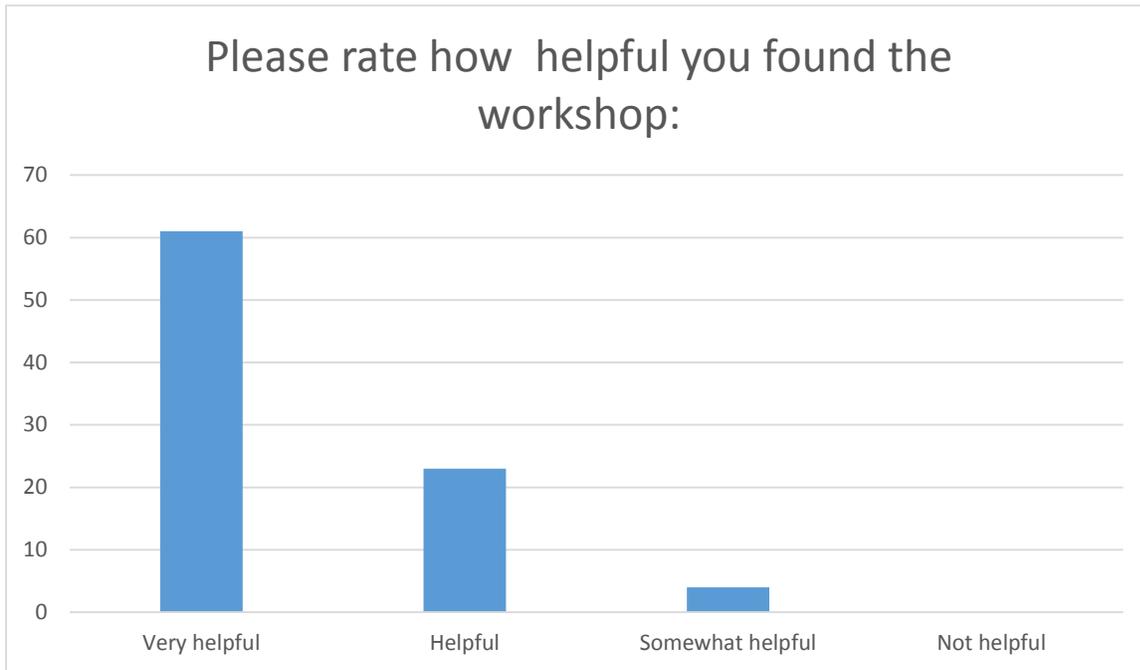


7. How confident do you feel about completing the application now that you have participated in the workshop?



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8. Please rate how helpful you found the workshop:



9. Would you recommend this workshop to others?



Attachment B

10. Suggestions for improvement open responses:

- The availability of staff to ask questions (in real time while filling out the application) was EXTREMELY helpful
- If you can send students an email to remind them that they have workshop, it'll be great because I sometimes forgot to come to the workshops.
- It might be more helpful if students really brainstormed together and talked to help suggest things to other students.
- Maybe to stay in one location for the duration (instead of moving halfway through)
- help with thesis maybe?
- talk more about what can be included in additional comments area
- pass out handouts of questions
- More letters or pass them around
- power point instead of board
- Need neat words on white board
- Specific workshop for physical majors
- Reminders (email & written) to students to have ALL transcripts with them (any other colleges/universities, as well as high school), and also financial information - the TAG site asks for some info from tax returns.
- more available times for workshop

Analysis of responses:

1. Question 1 & 7:

The comparison graph below shows that students' confidence level increased after participating in the workshop: (**Note: 100 respondents to Q1 and 88 for Q7)



2. Question 2 shows that students are confident or very confident in their major choice. This supports the Student Services SLO of “Identify and commit to educational goals” and “Develop effective planning skills that support educational goals and lifelong success.” Students are required to choose a major at the time of applying for transfer. The reported level of confidence suggests that students must have planned their major choice in advance of the application workshop and have committed to that choice.
3. Question 3 shows that approximately half of the respondents have visited the Transfer and Career Center more than twice annually. This supports the Student Services SLO of “Identify and use college resources that support student success.”
4. Question 4 shows that approximately two thirds of respondents meet with a counselor more than twice annually regarding their transfer planning. This supports the Student Services SLO of “Identify and use college resources that support student success,” “Identify and commit to educational goals,” and “Develop effective planning skills that support educational goals and lifelong success.”
5. Question 5 shows nearly half of the respondents have an education plan on Degreeworks, 30% do not, and 20% are unsure if they do. This supports the Student Services SLO of “Identify and use college resources that support student success” and “Develop effective planning skills that support educational goals and lifelong success.”
6. Question 6 shows that on average, students were applying to 4.34 schools for transfer. Students are recommended to apply to 3-5 schools to ensure their chances of a timely transfer, and our student population seems to be following that recommendation. This supports the Student

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Services SLO of “Develop effective planning skills that support educational goals and lifelong success.”

7. Question 8 shows that the vast majority of the students found the workshops to be helpful or very helpful. More importantly, no students responded that the workshop was not helpful. This suggests that the workshops should continue for future Fall terms.
8. Question 9 shows that all respondents would recommend the workshops to others. Again, this suggests that the workshops should continue for future Fall terms.
9. Question 10 lists suggestions for improvement. Suggestions that can be implemented in the near future include offering more available times for workshops and detailed email reminders of workshops including materials to bring to be fully prepared.

**Notes on the data:

1. Some students failed to complete the posttest portion of the survey after the workshop. This has had the effect of skewing the data so that there are 124 responses to questions 1-6, and 88 to questions 7-10.
2. The surveymonkey account used to collect responses was a free account, limiting the data to just 100 responses. For questions 1-6, we do not have access to the last 24 student responses. Next year, we will use the college’s paid account to create the surveys and have access to all the data.

Transfer Day 2014 Student Survey – 95 surveys returned!

Please complete this evaluation front and back and turn it in to the COM Counselors' table to be entered into the raffle. Raffle details, including prizes, on back side.

1. How did you find out about COM Transfer Day? *(check all that apply)*

Flyer 23

Counselor 33

In class 24

Walking by 31

Other: online (3), AGS, email (3), other student – Ato (2), Tania 10KD

2. Have you completed 30 or more transferable units? *(check one)*

Yes 40

No 40

Unsure 15

3. What is your major?

| | | | |
|----------------------------|----|----------------------------|---|
| 1. Unsure | 15 | 15. Psychology | 4 |
| 2. Spanish | 2 | 16. Computer science | 3 |
| 3. Music | 1 | 17. Anthropology | 2 |
| 4. Biology | 5 | 18. Mechanical engineering | 1 |
| 5. English | 3 | 19. Communications | 3 |
| 6. Accounting | 3 | 20. IT | 1 |
| 7. Business | 11 | 21. Medical assisting | 2 |
| 8. Environmental sciences | 1 | 22. Economics | 2 |
| 9. Nursing | 9 | 23. Marketing | 2 |
| 10. Administrative Justice | 5 | 24. Journalism | 1 |
| 11. Kinesiology | 1 | 25. Drama | 1 |
| 12. Sociology | 3 | 26. Political science | 4 |
| 13. Dental | 3 | 27. Apparel design | 1 |
| 14. Architecture | 1 | 28. Radio broadcasting | 1 |

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| | | | |
|-------------------|---|-------------------------|---|
| 29. Medicine | 1 | 33. Graphic/game design | 1 |
| 30. Art | 2 | 34. Portuguese | 1 |
| 31. ESL | 1 | 35. Natural science | 1 |
| 32. Public health | 1 | | |

4. How often do you meet with a COM counselor? (*check one*)

| | |
|---------------------------|----|
| Never | 3 |
| Once a year | 6 |
| Once a semester | 32 |
| More than once a semester | 52 |

5. Are you a part of any student support programs such as EOPS, SAS (formerly DSPS), Puente? (*check one*)

| | |
|-----|----|
| Yes | 32 |
| No | 62 |

If yes, please list: EOPS (13) Puente (10) Latino Union Club

6. How often do you use the Transfer and Career Center? (*check one*)

| | |
|---------------------------|----|
| Never | 35 |
| Once a year | 18 |
| Once a semester | 27 |
| More than once a semester | 15 |

7. Did you find the College of Marin support staff helpful at this event? (*check one*)

| | |
|--------------|----|
| Not at all | 1 |
| A little | 8 |
| Somewhat | 29 |
| Very helpful | 56 |

8. Did you find the information from the college and university representatives helpful? (*check one*)

Attachment B

| | |
|--------------|----|
| Not at all | 1 |
| A little | 6 |
| Somewhat | 33 |
| Very helpful | 55 |

9. What was most helpful?

1. Talking with representatives and talking with counselor
2. Seeing the personalities and expectations of different universities
3. Talking to representatives
4. Information xxxxxxxxxxxx
5. Information about admissions and impacted majors
6. Contact information
7. Finding colleges that offer both nursing and foreign languages
8. The setup of tables
9. Explaining the tuition prices and class sizing
10. Explaining their programs and majors and their main focus
11. Being able to talk with representatives of different colleges
12. The list of majors
13. They explain the GPA requirement
14. Tables x
15. I learned lots of different programs of different universities
16. Information they gave me
17. San Francisco State University
18. They told me about tuition fees and what I could get
19. Advice of UC Berkeley rep Donna Brennan
20. Baggies/packets xx
21. UC Davis
22. Seeing all colleges that help COM students
23. The different schools to choose from
24. They answered my questions in a straight forward and helpful manner
25. I can know more about transfer
26. It would help understand that how to transfer
27. Know about careers and the planner

Attachment B

28. The people
29. Information about housing and entrance process
30. The availability and options the staff offers
31. Getting brochures from different schools
32. The schools I want to transfer gave me helpful information
33. Seeing representatives from different age and racial backgrounds and experiences at the booths
34. A lot of information about how to be specific in personal statements, what is really wanted and liked by colleges
35. The representative from SFSU was helpful
36. How and what I need to get into a university
37. The booklets handed out by the schools
38. Learning about my eligibility
39. That they answer everything
40. UC Davis
41. Learning about different majors offered at school
42. Sonoma State
43. They broke down what their schools provided and did not stop explaining things to me until I got it
44. The insight the reps were able to give about specific majors
45. More awareness of Transfer Day
46. All the school reps here to speak with
47. All of the staff
48. Seeing representatives answering my questions
49. I learned about personal statements
50. Raffle
51. COM staff, transfer club students, and college reps were very informative and welcoming
52. The fact that people want to help students succeed
53. One on one help
54. The flyers, they have a lot of information
55. The representatives from each college present to answer questions
56. Learning about colleges I had not heard of, especially private schools

10. What could be added next year that would be important to you?

1. Look into universities other than UCs (ie CSUs)
2. More schools xxxxxxxxxxxx
3. More CSUs from Southern California
4. More UCs like UCLA and schools that offer Asian Studies

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5. Private colleges such as Chaminade University
6. Free snacks
7. If majors are impacted or not
8. More free space to sit
9. Possibly an additional UC Berkeley rep so that they can devote more attention to the student
10. People didn't know much about the English major
11. Cal Berkeley rep personal statement information. SSU rep and information regarding transcripts.
12. Study more units for transfer
13. Medical assistant classes
14. Counselor who speak our language
15. Degree requirements
16. People who have knowledge of different majors
17. Different CSUs
18. Major representatives
19. One or two HBCS representatives
20. Counselor who speak my language
21. How teacher can help you in that particular college
22. More financial aid information x
23. Broader idea of the majors
24. Study abroad programs
25. Counseling information
26. I will add all the important classes that I need to take
27. Stanford
28. More events
29. Dental program
30. This is a very organized event
31. A list of complete questions to ask college representatives
32. List of schools attending beforehand

11. Additional comments:

1. Thank you for having opportunities like this
2. Thank you xx
3. Good information
4. Thank you for hosting the event. this really encouraged me to keep studying hard
5. Great information
6. Thanks for this opportunity

Attachment B

7. Great event xx
8. Very helpful
9. Fantastic outlet to see what the future holds
10. I love COM
11. Overall very informative

Analysis:

- Most students indicated that they learned of Transfer Day through a variety of means, circling more than one of the options. All means (flyer, counselor, in class, and walking by) were nearly equally reported by students.
 - Fill in responses included learning of the event online (3 responses), from Alpha Gamma Sigma Honor Society (1), email (3), other student (2 responses, and Ato Houston specifically), and from 10KD staff Tania Requenes (1 respondent).
- 42% of respondents reported they had completed 30+ units, 42% had not, and 16% were unsure.
- The most popular answer to “What is your major?” was “Unsure” with 15 total responses.
 - Next in popularity was Business with 11, Nursing with 9, Biology and Administrative of Justice with 5 each, Psychology and Political Science with 4 each, and English, Accounting, Sociology, Dental, Computer Science, and Communications all had 3 each.
- 56% of respondents indicated they meet with a COM counselor more than once a semester, 35% once a semester, 6% once a year, and 3% reported they have never met with a counselor.
- 34% of respondents indicated that they participate in a student support program. Of the 24 who indicated a specific program, 13 were EOPS students, 10 were Puente, and one indicated the Latino Union Club, which is not an official club at COM during the 2014-2015 academic year.
 - (Note: there may be some overlap as students can participate in both Puente and EOPS. One student indicated both Puente and Latino Union Club, 4 students indicated both EOPS and Puente.)
- 37% reported they had never used the Transfer and Career Center; 19% had used it once a year; 28% had used it once a semester, and 16% had used it more than once a semester.
 - A much higher percentage this year had never used the center: 37% in 2014 compared with 23% in 2013.
- 90% reported that the COM staff was somewhat or very helpful; there was only one who responded that the COM staff was not helpful at all.
 - Note: one survey was missing a response to this question
- 93% reported that the representatives were somewhat or very helpful; there was only one who responded that the representatives were not helpful at all.
- Information was the most common response to what was most helpful. Please see above for complete list of all open ended responses.
- More schools was the most common response to what could be added next year. Please see above for complete list of all open ended responses.
- All additional comments were positive about the event.

Attachment B

The event and survey are intended to provide an opportunity for students to increase their awareness of transfer as an educational goal and become more educated on the transfer process. With 95 surveys returned, and an estimated 350-400 students attending the event, that Student Learning Outcome was met. Open ended responses give proof to the students being actively engaged in the activity/event. Based on survey responses and approximate attendance, the SLO has been met. However, there are multiple ways in which this event can be improved.

Based on survey responses from the prior year, there was a more concerted effort to increase university representative participation. Emails were sent out to many different universities in the months of June and July to encourage them to register through Transfer Days / College Nights, or if possible, directly with the Transfer and Career Center. Unfortunately, this did not have an effect on university representative attendance. There were actually fewer universities represented at this year's Transfer Day (29) as compared to 2013's event (31). There must be a continuing to make a concerted effort to increase university representative attendance. One of the best ways to achieve this will be to increase student attendance at the event as well as overall transfer rates. The representatives will wish to visit COM if they feel it will be a fruitful visit.

Taking this year's survey responses into consideration, the greatest improvement that can be made to the event is still to increase representative attendance. This will in turn add to the program level SLO of increasing awareness of transfer among COM students.