

California Transfer Days & College Nights Program Planning Guidelines

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Transfer Days/College Nights
A Subcommittee of the
Intersegmental Coordinating Committee

Acknowledgments

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Members of the Transfer Days/College Nights Subcommittee reviewing this document and overseeing the administration of California Transfer Days/College Nights can be found in the Appendix J.

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Mission Statement

Transfer Days/College Nights (TD/CN) is a subcommittee of the Intersegmental Coordinating Committee (ICC). TD/CN is composed of campus and systemwide representatives from California high schools, California community colleges, California state universities, the Universities of California, and the Association of Independent California Colleges and Universities.

The work of the TD/CN subcommittee is guided by two highly valued principles: informing as many California students, parents, and counselors as possible about the availability of the entire array of public and independent colleges and universities¹ in California; and providing access to higher educational opportunities for all students.

Transfer Days/College Nights

- Coordinates the annual statewide schedule of college and university information programs hosted by California high schools, community colleges and local education agencies;
- Assists California college and university outreach, admissions and recruitment staff in planning their travel schedules; and
- Establishes guidelines for hosting and participating in high-quality college and university information programs hosted by California high schools, community colleges and local education agencies.

¹ Degree-granting, WASC-accredited, and not-for-profit two- and four-year colleges and universities

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California Transfer Days and College Nights Program Planning Guidelines

1. Preface

1.1 Purpose of the California Transfer Days and College Nights Guidelines

The purpose of California College Nights is to give California high school students, parents, counselors and other interested persons a setting where information and guidance concerning California higher education opportunities can be shared. The purpose of California Transfer Days is the same but geared toward California community college students, counselors and other interested persons.

The purpose of these guidelines is to assist program hosts in planning, conducting and evaluating their Transfer Days and College Nights programs. The guidelines represent a consensus of opinion between both college and university representatives and program hosts.

These guidelines are specifically designed for Transfer Days and College Nights programs affiliated with the schedule established by the Transfer Days/College Nights Subcommittee of the Intersegmental Coordinating Committee. (See Appendix A for committee composition and guiding policies). Services may be applicable to other related college guidance activities.

Transfer Days and College Nights programs should be part of a well-orchestrated continuum of college and career guidance activities conducted at California community colleges in partnership with K–12 grade schools and other higher education institutions.

1.2 Scheduling and Coordination

Transfer Days and College Nights programs are coordinated by the Transfer Days/College Nights Subcommittee. The programs are part of a statewide schedule.

The statewide coordinator initiates the scheduling process by establishing a tentative schedule based on last year's participation and requests from high schools, school districts, county offices of education and other educational agencies (in the case of College Nights) and community colleges (in the case of Transfer Days). The coordinator then finalizes scheduling arrangements, determines California college and university participation, and serves as a program planning consultant. The statewide coordinator also brings issues of concern to the subcommittee. Requests for potential dates must be submitted as soon as possible or by January 31 to be considered. (See Appendix B for a description of scheduling procedures and timeline.)

Scheduling preference is based on several factors, including past and projected attendance, size of service area, facility constraints, and potential for coordination with other California Transfer Days/College Nights programs.

Individual program hosts are limited to a maximum of one Transfer Days or College Nights program each academic year, whether in-person or virtual; an additional event may be considered for community colleges that have a remote satellite campus serving separate

student populations and also high schools with large student populations independent from their main student population. Program hosts and affiliated schools are asked not to conduct additional Transfer Days and College Nights programs that may duplicate the intent of this program.

Schools/districts and community colleges that are not accommodated on the final schedule are encouraged to participate in a suitable alternative program, e.g., a high school-sponsored College Nights program, a community college-sponsored Transfer Days program, or a National Association for College Admission Counseling (NACAC) or Western Association for College Admission Counseling (WACAC) regional college fair.

Transfer Days and College Nights are conducted in accordance with the NACAC Guide to Ethical Practices in College Admission.

2. Preliminary Planning

Authorization/Support

Ensure that your program has the authorization/support of the chief administrators of the schools, districts and/or educational agencies that will sponsor and be served by your program.

For College Nights, ensure that your program has the support of participating school counseling offices, career centers, PTAs/parent clubs, and other appropriate school offices. For Transfer Days, ensure that your program has support from the transfer center, career center, counseling, articulation staff, EOPS, public affairs, faculty senate and the student senate. The success of your event depends on the involvement of all segments of your educational community.

Remember to check school calendars for possible conflicts with other major scheduled activities. Reserve facilities accordingly.

It is important to obtain a commitment of necessary financial and staff support before proceeding further with program planning.

2.2 Responsibility

Select a person to be in charge of your program (program host) who will serve as the primary contact. The person selected should be officially appointed by the campus chief administrator of your school, college, district or educational agency. All communication from the statewide coordinator and from participating collegiate institutions will be directed to your program host. Notify the statewide coordinator if there is a program host change. The program host is responsible for all arrangements and activities pertaining to the program.

2.3 Planning Committee

You are strongly advised to form a planning committee as soon as possible. If feasible, the committee should include a representative from each participating school/school district and from all appropriate segments of your educational community, e.g., counselors, career center technicians, faculty, students, and school administrators. In the case of College Nights, parents and local college and university representatives are encouraged to serve. In

the case of Transfer Days, college and university representatives are encouraged to serve. Have your committee members officially appointed by their respective chief administrators.

You may want to establish subcommittees or assign responsibility in any or all of the following areas: physical arrangements, hospitality, publicity, food service, preparatory programs, postsecondary education representation, reception/information services, counseling booth and evaluation.

Ask a person from each participating school/college/district to be responsible for publicity and participation at their respective schools, colleges or districts.

2.4 Site Selection

Consider selecting a program site that is as centrally located as possible within the geographic area to be served.

In selecting a facility, be sensitive to issues such as ease of access; parking availability; security; school rivalries; and size, quality and proximity of facilities. For College Nights, consider selecting a neutral site, such as a community college, four-year college or community facility.

Consider an ongoing central program site rather than rotating among participating schools or districts. Small to medium-sized school districts are encouraged to conduct districtwide college fairs when possible.

Institutions are obligated to have “program access” whether or not specific facilities are physically accessible (Title II, Americans with Disabilities Act, July 1990).

For those considering hosting a virtual program in lieu of an in-person event, much of the information presented throughout the guidelines remains applicable; however, be sure to review advice specifically for virtual program in Section 8.

2.5 Financial Considerations

Expenses are commonly incurred in the following areas: publicity, printing, postage, sign preparation, hospitality, security and maintenance personnel salaries, staff compensatory time and mileage, facility usage, table/chair rental, staff recognition, and miscellaneous materials (name tags, marking pens, tape, etc.).

Many of the above-mentioned expenses can be defrayed through in-kind volunteer services. Consider asking for financial support (such as direct contributions, advertisements in program publicity, and door prizes) from student council/senate organizations, area businesses and community agencies. Participation fees may not be charged to representatives from University of California (UC) and the California State University (CSU), the California Community Colleges (CCC), and member institutions of the Association of Independent California Colleges and Universities (AICCU). Participation fees cannot be charged to attendees. These fees include, but are not exclusive to, college fair scanning companies that charge a fee directly to college campuses for use of their scanning application during Transfer Days/College Nights events.

3. Program Format, Physical Arrangements, and Staffing

3.1 General

Described below are various responsibilities for the day/night of the program that normally require staffing and/or student volunteers. The size of your program and other local conditions will dictate the nature and extent of personnel needs.

Plan to devote your entire program to providing participants with an opportunity to interact with the college and university representatives. Pre-program, concurrent and post-program sessions are normally not productive and should be avoided.

However, for Transfer Days if you plan to invite high schools, you may wish to consider conducting some additional activities if those activities do not detract from the original purpose of your program. Activity examples include: campus tours, informational meetings with departmental program personnel, and college and career planning presentations.

Do not schedule any entertainment or conduct other activities in the program area that will conflict with or detract from your program. Exhibits and displays may be shown during the program in an area adjacent to the College Fair Session. Examples include films, video presentations, college and career guidance displays.

3.2 Timing

For Transfer Days, your program should begin no earlier than 9:00 a.m. and conclude no later than 1:00 p.m. If your program is the first in a series, you might want to adjust the starting time to accommodate college and university representatives who will be arriving in your community that morning.

For College Nights, your program should begin no sooner than 4:00 p.m. and conclude by 8:00 p.m. Exceptions based on local circumstances are permissible but should be cleared through the statewide coordinator.

It is recommended that Transfer Days and College Nights programs last approximately one and a half to two hours.^{3.3} *Format*

The specific format you adopt will depend on a number of factors, including time of year; weather conditions; quality, size and proximity of facilities; security considerations; commute distance to and from your program site; anticipated attendance; and number of participating colleges and universities.

College Fair Session: All college and university representatives should be placed in a centrally located area for the duration of your program. This College Fair format provides program participants with the maximum opportunity to interact with the college and university representatives. This session is the centerpiece of your program and must be incorporated into your format.

Do not schedule speakers or provide entertainment as part of this session.

Optional Sessions: The following sessions may be included in your program, if time permits, as a supplement to the College Fair Session:

- *General Session:* A brief General Session (no longer than one-half hour) can precede the College Fair Session and provide program participants with:

- appropriate announcements and introductions on behalf of the program host;
- a description of the program format;
- an overview of California higher education; and
- an overview of college costs and financial aid.

The higher education overview portion should include three-to-five-minute presentations by representatives from each of California’s four systems of higher education (UC, CSU, California Community Colleges, and California independent colleges and universities). Invite representatives from your local colleges and universities to be presenters. A less desirable alternative is to have one person provide the entire overview.

You should assign someone to serve as the General Session moderator. Be sure to extend invitations to presenters well in advance and to send thank-you notes afterward. Get together with your presenters just before the session to clarify last-minute details.

- *Workshop Sessions:* These special sessions may be conducted concurrently during the College Fair Session. Suggested topics include: college admissions: an overview, UC system, CSU system, California independent colleges and universities, and California community colleges. Other sessions could include financial aid, career planning, the scholar athlete, highly selective colleges and universities, use of internet for college information (such as www.californiacolleges.edu), college programs for students with learning disabilities, historically black colleges and universities, and two sessions in Spanish: *admisión a la universidad*, and *ayuda financiera*.

Sessions should be approximately 45 minutes in length and may be repeated. The overview session on college admissions should be conducted first.

Assign personnel to introduce workshop session speakers and, if appropriate, moderate the sessions. Be sure to extend written invitations for hosts well in advance and to send thank-you emails afterward. Get together with the presenters just before the session to clarify last-minute details and any itinerary changes. Hosts should turn in attendance and evaluation forms for each session.

Session rooms should be marked with large signs. Some workshops may need special equipment such as audio-visual, microphones, computers and internet access.

Announce session reminders and any itinerary changes over the public address system.

3.4 Location and Setup

Select a location that is in the midst of your student traffic flow, e.g., cafeteria, main floor of the student union, main campus quad or mall, etc. Locations out of the traffic flow will not be productive. If you plan to use an outdoor location, have an indoor “backup” facility in case of inclement weather.

Pay particular attention to ensuring that the program is accessible to and usable by persons with disabilities. Institutions are obligated to have “program access” whether or not specific facilities are physically accessible (Title II, Americans with Disabilities Act, July 1990).

For those considering hosting a virtual program in lieu of an in-person event, much of the information presented throughout the guidelines remains applicable; however, be sure to review advice specifically for virtual programs in Section 8.

Set up an information table at the main entrance to your program facility or area. This site serves as the nerve center of your program. It should serve as the station for registration, the check-in station for college and university representatives, and as the designated point for a variety of questions from the college and university representatives and participants, ranging from the location of restrooms and telephones to explanations of the program format and the colleges and universities attending. Your staff should be prepared to deal with minor medical emergency referrals (you might want to have a nurse on duty and a rest station readily available) and lost items (find out what lost-and-found services are available at your program site). These services and procedures can be noted in your handout materials and periodically announced over your loudspeaker. The information table can also serve as a drop-off area for college and university representatives leaving materials for the transfer center. This site should be staffed at all times by several of your most knowledgeable people. Staff should be prepared to make sign changes or new signs in the case of unannounced collegiate participants and make announcements on the public address system.

You may need the following materials at the information center: name tags, marking pens, sign-in rosters, thumbtacks, masking tape, rubber bands, staple gun, extra sign-making equipment, ruler, programs, material collection bags, and a master list of participating colleges and universities with a floor plan showing their locations.

Develop a floor plan for the placement of the college and university representative tables. Alternatives include placing them against the wall around the perimeter of your facility, around the edges of a quad or mall, or in double-sided rows, leaving as much space as possible between the rows. Clearly mark where public restrooms are located.

Provide each college with one table of at least four feet in length (preferably six feet) and one or two chairs. Leave space between tables or table groupings. Avoid table sharing if possible. Have extra tables and chairs on hand to meet any unforeseen needs. Place all chairs behind tables. It is not necessary to provide table coverings or bunting. Likewise, it is not necessary to have elaborate decorations. However, anything you can do to “dress up” the environment will enhance the experience for the program participants. Balloons, banners, college and career planning exhibits/displays, and staff dress (i.e., special name tags, hats, buttons, etc.) are examples of things you can do to enhance the event. Provide access to electrical outlets if previously requested by college and university representatives.

Assign tables on a random basis rather than by educational segment or geographical groupings. Additional table space should be made available to those colleges and universities that you expect to receive the greatest amount of traffic. Also, selectively place popular colleges and universities to avoid traffic jams. Avoid placing the college and university representatives next to cold doorways, A/V speakers, video games, in the “back room,” or in other undesirable locations.

Provide each college with an identification sign. Place the signs on the wall behind the tables or display them up behind the tables using connecting wires and stands (preferable). A less desirable alternative is to place the signs on stands on top of the tables. Do not affix

the signs to the front of the tables or on the top of the tables. Make sure the sign lettering is large enough to be seen from a distance and is uniform in style and easy to read. Consider using materials that are reusable for future programs.

You may wish to have a public address system on hand for making announcements. Place trash bins throughout the site.

As part of the College Fair Session, you could staff a room or area with counselors from the participating high school(s) to provide general college and career guidance information to individual students and families on a one-to-one basis.

3.5 Parking and Registration

Consider implementing clear signage and directions on where to park, especially if the campus is large. If necessary, send parking permits to college and university representatives ahead of time. Consider using students from student government, service clubs, ROTC or other groups to direct participants from the parking areas to the initial program site and to other sites. The students can also hand out programs and material collection bags at the main entrance to the session area. Students may also assist college and university representatives with distributing admissions and outreach brochures.

If feasible, have program participants register upon arrival. It is suggested that only one family member sign in. Have registrants indicate number of family members attending, number and class level of school-age participants, and name(s) of their school(s). You may wish to use separate registration forms for each participating school. Summarize registration data and distribute to participating schools for evaluation purposes.

3.6 Staffing, Security, & Maintenance

Have your staff identified by dress, special nametags, buttons, hats, t-shirts or other recognizable markings.

Make sure that all staff members are well-briefed on their assignments.

One person should be designated as “in charge” and should be accessible at all times. This individual, or a designee, should be familiar with the institution’s evacuation/emergency plan. Particular attention should be directed to the protection of the building occupants and visitors in the event of an emergency condition (e.g., injury or illness, evacuation, attack, weapon brandishing, hostage incidents, fire, earthquake, bomb threat, suspicious objects, etc.).

Make sure that responsibilities are clearly communicated to all support staff and that relevant responsibilities are communicated to college and university representatives.

If possible, essential staff should carry two-way radios to facilitate communication on important matters.

Security officers should be on duty and highly visible throughout the course of the event, particularly in the parking area.

Make sure that maintenance personnel and custodians are on hand or on call during your program. Typical maintenance needs include unlocking doors, obtaining extra furnishings, fixing HVAC, addressing bathroom issues, and fixing faulty audio-visual equipment.

One person, whether the program host or a designee, should be designated as “in charge” and should be accessible at all times. This individual, or a designee, should be familiar with the institution’s evacuation/emergency plan. Particular attention should be directed to the protection of the building occupants and visitors in the event of an emergency condition (e.g., injury or illness, evacuation, attack, weapon brandishing, hostage incidents, fire, earthquake, bomb threat, suspicious objects, etc.).

Staff will also be needed to direct the college and university representatives in unloading materials and handing out program materials. Consider using students (student government, service clubs) who are not in class during this time. Student volunteers should periodically check on the needs of the college and university representatives, especially their need for water.

For College Nights, ask counselors from the participating high school(s) to attend the tables on hourly shifts. Three to five counselors should be enough at any one time, depending on the size of your program. The counselors will be able to talk with students and their parents on a one-to-one basis about college and career planning and to dispense information about their respective school guidance programs.

An experienced person should be in charge of food services with several assistants, depending on the size of the program. PTA or parent clubs and student groups are often anxious to provide this service in order to raise money for their respective programs.

It may be appropriate to staff the hospitality area at all times, depending on the type of refreshments served, location and security needs. For College Nights, PTA or parent club personnel can often be counted on to serve as hosts and may be able to provide refreshments.

Consider providing interpreters for hearing-impaired and non-English-speaking persons, or special workshop sessions if a significant number of people requiring assistance are expected to attend.

4. College and University Representation

4.1 Participation Determination

Under guidelines established by the Statewide Intersegmental Coordinating Committee, the designated collegiate participants in your program are the campuses of the University of California (UC) and the California State University (CSU), member institutions of the Association of Independent California Colleges and Universities (AICCU), and in the case of College Nights, local community colleges.

You may choose to invite additional participants (e.g., representatives from degree-granting, regionally accredited out-of-state colleges and universities, and other postsecondary institutions and agencies). However, please do so only if you have adequate facilities to conveniently accommodate all of the California college and university representatives and if the additional participation will not detract from the primary purpose of your program. If student interest warrants it, proprietary institutions may be considered.

4.2 Extending Participation Invitations

The statewide coordinator will automatically extend participation invitations to all UC, CSU and AICCU member institutions. A list of participants in your program will be available online, and login instructions will be sent to you by the statewide coordinator.

You should not duplicate invitations to any of these colleges and universities. Feel free, however, to provide any of these colleges and universities with additional information about your program and to encourage their participation. In doing so, make sure to refer to the invitation already extended by the statewide coordinator and indicate they must respond directly to the statewide coordinator concerning their participation.

It is your responsibility to make all of the necessary participation arrangements for all other postsecondary institutions and agencies.

The statewide coordinator will not provide a schedule of the Transfer Days and College Nights programs to institutions other than UC, CSU, California community colleges and AICCU member institutions.

4.3 Final Program Details

It is your responsibility to send information on final program details to the participating colleges and universities. A form email is fine. Send the email at least 14 days in advance of your program date, if possible. Address your correspondence to a specific person at each college/university unless instructed to do otherwise by the institution. Colleges and universities are responsible for providing the statewide coordinator with a current contact name and address.

Your email should contain the following information:

- a map indicating how to get to the program site; where to unload, park and initially report; tram/shuttle service availability; and a parking permit if necessary;
- whether unloading personnel (e.g., students) and/or equipment (carts, dollies, etc.) will be available;
- the time when the college and university representatives can begin to set up, program times and itinerary;
- table accommodations, access to electrical outlets, food service availability, and what refreshments will be available, i.e., water, coffee, etc.;
- a list of participating schools and estimated attendance;
- overnight accommodations and restaurant suggestions (for out-of-area colleges and universities);
- a “day of” person, phone number (cell phone suggested) and email address to contact for further information upon arrival or in case of cancellation or delay; and
- whether your school or college can accommodate materials sent in advance and how the college and university representative can access the materials.

Detailed information provided in advance will help to ensure a successful event and will clarify expectations, particularly if your college is no longer able to provide the same level of service provided in prior years.

4.4 Campus Representation

Most colleges and universities will be represented by one person, although some may wish to bring additional personnel. Let the participating colleges and universities know if there is a limit to the number of representatives per campus that you can accommodate.

Each campus represented should be provided with one table site, regardless of the number of different offices participating. Work out any exceptions in advance.

Occasionally a campus may choose to be represented by another campus whose representative is attending the event (commonly referred to as the “buddy system”). It is important for hosts and representatives to communicate beforehand when these situations will occur. The host needs to understand how the attendee will represent the absent campus and whether a separate table and sign is expected for the absent representative.

Colleges and universities should be represented by professional admissions and outreach staff. If other persons such as faculty, alumni or students serve as representatives, they are expected to have received appropriate training.

College and university representatives and hosts are expected to conduct themselves in a manner that reflects the core values and member conventions as outlined in the NACAC Statement of Principles and Good Practice. Unprofessional behavior exhibited by a representative or host should be brought to the attention of the statewide coordinator and the college/university outreach office from the college/university representative’s campus.

4.5 Hospitality

Provide a well-marked, reserved parking area close to your program site as well as an unloading area immediately adjacent to the site. While participation fees may not be charged as noted in section 2, in some instances a parking fee cannot be avoided. When such instances occur, please notify participants if paid parking is required. Provide students to assist college and university representatives with unloading and bringing materials to their tables. If possible, provide carts to assist the college and university representatives in transporting their materials.

Designate a check-in station where the college and university representatives will initially report. Your information table can serve this purpose. Have the college and university representatives sign in and pick up their nametags and evaluation forms. Direct them to their table. Indicate hospitality arrangements, the person to contact if further assistance is needed, and any other last-minute details.

Some colleges and universities may wish to forward materials to you in advance for storage. If you can’t provide storage, notify them in your email. If you are able to store materials but not transport them to the program site, alert the colleges and universities to this as well.

Allow the college and university representatives to set up at least an hour before your program starting time.

Set up coffee and light refreshments in your hospitality area up to an hour before your program starting time and during the program. Provide water to the college and university representatives at their table. You are not obligated to provide lunch for the college and university representatives, but if you do, providing a lunch ticket or sack lunch will enable

representatives to eat “on the run” so they can accommodate a maximum number of your students.

For College Nights, consider hosting a dinner for the college and university representatives and your staff before the program. Extend the invitation well in advance. Be sure to ask for an RSVP and indicate if there will be a charge for the dinner.

4.6 Accommodating Unannounced Colleges/Universities

If college and university representatives show up without having notified you beforehand, and you determine it is an institution appropriate for the event, try to accommodate them if you can. Remember, it may not be the fault of the individual at your doorstep. After the event, notify the outreach director of the college/university that sent the unannounced representative. College and university representatives are expected to confirm their attendance. Plan in advance for this contingency by having extra tables and sign-making equipment.

5. Program Participants

5.1 Community College

Since your program primarily serves prospective transfer students, make every attempt to encourage all prospective transfer students to attend. Make a special attempt to encourage attendance by students and parents who are traditionally underrepresented in higher education because of their family educational or economic background. Ask for logistical support from your area college and university outreach program and Extended Opportunity Programs and Services (EOPS).

Encourage your counseling, articulation, transfer center and EOPS staff to fully participate in your program. Also extend invitations to your faculty, administration and board.

Plan to staff your own college table alongside those of the college and university representatives. In this highly visible way, your campus can serve as a resource to your own students as well as to visitors who attend.

5.2 High School

If feasible, extend an invitation to district high school students and counselors. High school participation is particularly encouraged at smaller community colleges and when there is not a College Night program in your area. If large numbers of high school students are expected, make arrangements for them to attend at intervals throughout the program.

Consider concurrently conducting your own program for participating high school students and counselors that may include campus tours, departmental program meetings, and college and career planning presentations.

Consider hosting a College Night program the night before or the evening of your Transfer Day program. Your College Night program can serve high school students, parents, guidance personnel and your evening students.

5.3 Community

Extend an open invitation to your community to participate in your program. Your invitation may reach persons who are not currently enrolled in school but who are

considering re-entry. It also serves to emphasize the role of your campus in providing services to the community.

6. Preparatory Programs and Publicity

6.1 Preparatory Program Activities

Conduct a series of preparatory activities during the several weeks before your program. These activities will help prepare your students for the program and serve to publicize it. Suggested activities include transfer preparation/awareness workshops and classroom presentations by former students. Encourage faculty to integrate transfer activities in classroom assignments that reinforce college and career planning.

6.2 Publicity Efforts

Effective publicity is vital to the success of your program. Publicity efforts should be stepped up during the days immediately before your program. The activities described under 6.1 Preparatory Program Activities (above) all serve to publicize your program.

Prepare and distribute a program flyer. An 8.5 x 11-inch flyer can be inexpensively produced and used in a variety of publicity modes. For instance, the flyer can be enlarged to serve as a poster. It should contain the following information, which should also be included on the school or district website:

- date, time and site;
- sponsorship;
- who should attend;
- map of how to get to the site, where to park, and program location (for high school and community distribution);
- itinerary;
- names of colleges/universities planning to participate; and
- who to contact for further information.

Direct mailing of program invitations to the homes of prospective transfer students (and high school students, too) is the most effective means of publicizing your program.

Also useful are:

- announcements on campus bulletin boards, in student newspapers, in faculty and staff bulletins, and in catalogs and class schedules;
- electronic communication tools, such as email invitations, posts on social media, instant messaging, etc.;
- announcements over campus radio and television stations, in classrooms and at various student activities and athletic events;
- announcements attached to UC, CSU and AICCU applications;
- announcements on college and community websites;
- presentations made at departmental meetings on campus, Academic Senate meetings, in-service activities;
- banners, displays, campus entrance marquee signs; and

- news releases to area media, fraternity and sorority alumni, and community groups; and appearances on talk shows and at appropriate community events.

6.3 Program Hand-out Materials

Prepare and distribute to participants a printed program that provides a schedule of activities, a list of participating colleges and universities (you might want to include a floor plan showing location) and any special announcements you wish to make.

Distribute material collection bags to program participants. The bags may be obtained from a variety of community sources, usually free of charge, including college bookstores and the military.

Prepare and distribute materials that will help participants interact with the college/university representative, e.g., more information request cards, Questions to Ask College/University Representatives and College/University Planning Terms You Should Know (see Appendices C and D), transfer information materials such as the Popular College/University Admissions and Financial Aid Websites (see Appendix I), etc.

Pay particular attention to ensuring that communications with persons with disabilities are as effective as the communications with others. Institutions are obligated to make available appropriate auxiliary aids and services, such as qualified interpreters, note takers, readers, Braille and large-print materials (Title II, Americans with Disabilities Act, July 1990). These efforts ought to be coordinated with the individual responsible for programs and activities for persons with disabilities at the host institution.

7. Evaluation and Staff Recognition

7.1 Evaluation Activities

Develop an effective program evaluation system to serve as a foundation for future program planning. Ask program participants, college/university representatives and your program staff to participate. Keep the evaluation forms simple, easy to fill out and focused on constructive suggestions for future programs.

Evaluation forms can be distributed to participants when they arrive, along with other program handout materials. Let participants know how to complete and return the evaluation forms. Provide high school students who may be bused to the program with evaluation forms. Have the high school counselor collect the evaluations from the students when they return to their campus.

The Statewide Intersegmental Coordinating Committee will conduct a comprehensive evaluation by the program hosts at the end of the program (see Appendix F). You may also want to conduct your own evaluation of the college/university representatives during the program (see Appendix E). If you choose to do so, include the evaluation form in the materials given to the college and university representatives upon arrival and collect them at the end of the program. Set up a collection box to make it convenient for college and university representatives to return the form.

Schedule a meeting of your program planning committee as soon as possible after your event to evaluate your program. Prepare a written summary of comments and suggestions for future use.

7.2 Staff Recognition

Provide some form of recognition to all your program staff, including any high school counselors who were instrumental in planning and conducting your program. Consider:

- a luncheon or dinner
- certificates
- a letter of appreciation (with copies to supervisors)
- gift certificates.

8. Virtual College Fairs

8.1 General

Event hosts may decide to host a college night event virtually in lieu of an onsite event. The key difference between in-person and virtual college nights is that instead of walking around booths and talking face-to-face, college/university representatives and students in virtual career events rely on alternate forms of communication, most commonly via a customizable internet-based software platform tailored to college and university recruitment.

8.2 Benefits of Virtual Events

Compared to in-person events, virtual college nights offer a series of distinct benefits.

With virtual events, hosts are no longer limited by location or weather. Likewise, students can attend from anywhere, potentially attracting more students and increasing diversity in attendance.

Virtual events can be less expensive than an in-person event, especially if space and equipment rental costs are a factor.

In lieu of the long lines sometimes encountered at an event, a virtual fair offers students other opportunities to browse while waiting to talk to a certain college/university representative.

Virtual events allow college and university representatives the opportunity to broaden the amount of recruitment material offered, while reducing the need to bring physical materials back and forth from the campus.

Data resulting from a virtual event can be more robust than an in-person event, depending on the platform used and configuration decisions.

8.3 Best Practices Considerations

Keep it familiar, simple, and flexible. Remember, students are used to in-person college nights and what they offer. When moving to a new paradigm, such as a virtual event, keep as many things as familiar as possible to reduce confusion and anxiety.

Ask your platform vendor to perform a demo for your staff, so staff understand how the platform works. Be sure to share training materials with staff and also college and university representatives who will participate in the event.

Understand the time required to setup a virtual event, including the general session, meeting rooms and college/university representative booths. If unsure, consult with

colleagues experienced with your platform. In many instances, the preparation work for a virtual event takes more time than an in-person event, for both hosts and college and university representatives.

Assign breakout rooms in advance, so college and university representatives have adequate time to setup their booths. This allows college and university representatives time to personalize their booths and provide ample opportunity to showcase their college or university.

Keep your attendees safe by opting for the platform's highest security options to ensure their personal information is not at risk.

Consider hosting a Q&A webinar ahead of time for college and university representatives. This gives you the opportunity to pass along important information about the schedule and platform, as well as answer any questions college and university representatives may have.

Offer a virtual helpdesk on the day of the event, providing support for technical issues and general questions from college and university representatives.

Provide an opportunity for college and university representatives to test out the platform technology before the day of the event, this is especially important for college and university representatives unfamiliar with your chosen software platform.

Develop a branding, registration, and marketing strategy.

Have a post event follow-up strategy. This is especially important if you are new to hosting a virtual event and/or using a new software platform. Follow-up should include instructions on how college and university representatives can collect leads or information from students who visited a college/university representative's booth.

Consider hosting a virtual event as a supplement to an in-person college fair in order to reach a wider audience.

Appendix A:

Facts About the Transfer Days/College Nights Subcommittee

The Transfer Days/College Nights Subcommittee of the Intersegmental Coordinating Committee (ICC) was established in 1991. It is responsible for the administration and coordination of California Transfer Days/College Nights.

This intersegmental group develops and enforces policies of Transfer Days/College Nights described in this publication. The subcommittee is comprised of seventeen members: three representatives from each of the four higher education segments (one representative from each segment is a system-wide representative; one is a campus representative from the north, and one is a campus representative from the south); three high school representatives and a representative from the Department of Education; and one statewide coordinator. One of the system-wide representatives serves as the ICC liaison and sits on the Intersegmental Coordinating Committee's Transfer Committee, and one member serves as chair of the subcommittee.

The **ICC liaison**, in consultation with and with the assistance of the subcommittee members, oversees the implementation of program policies, develops and reviews the annual timeline and budget, provides annual reports, institutes program evaluation, and reports to the Intersegmental Coordinating Committee.

The **chair**, in consultation with and with the assistance of the subcommittee members, updates program policies and guidelines, reviews routine correspondence sent to program hosts and campus representatives, convenes subcommittee meetings and conference calls, and facilitates day-to-day engagements of the group.

The **statewide coordinator** develops the northern and southern schedules, conducts the necessary written and oral communication with program hosts and college and university campus representatives, and reports to the Transfer Days/College Nights Subcommittee and Statewide Intersegmental Coordinating Committee. The statewide coordinator also responds to daily program inquiries and consults with California Transfer Days/College Nights program hosts regarding program planning and implementation.

The subcommittee convenes a meeting at least twice a year and holds conference calls every two months to discuss issues related to the program.

Policy Agreements

- California public (UC and CSU) and AICCU member institutions will be sent a program schedule.
- ROTC programs affiliated with member institutions/military academies will receive a program schedule and list of host contacts upon request.
- Military recruiters will not be sent a program schedule.
- Proprietary institutions will not be sent a program schedule.
- Non-member-AICCU independent institutions will not be sent a program schedule.
- Non-degree-granting independent institutions will not be sent a program schedule.

- Out-of-state institutions will not be sent a program schedule.
- Programs not approved by the statewide coordinator in consultation with the subcommittee and Intersegmental Coordinating Committee will not be placed on the Transfer Days/College Nights calendar.
- Non-qualifying institutions seeking participation will be at the discretion of the host. Those not meeting eligibility for receiving a schedule must solicit permission from the host directly.
- The statewide coordinator reserves the right to remove events from the calendar at any time per the request of the event host or upon violation of the guidelines.
- Satellite campuses (calendar events) may be considered if the satellite campus is a minimum of 15 miles distance from the main campus, and events at both the main campus and satellite campus would serve different student populations.

Appendix B: Scheduling Procedures

January

- Statewide coordinator updates all contact lists for the event hosts and campus representatives
- TD and CN events statewide are scheduled on two separate calendars: one for Northern CA and one for Southern CA.
- Statewide coordinator distributes tentative calendars to all event hosts for event date confirmation.

February/March

- Statewide coordinator works with event hosts to resolve any date conflicts.
- North and south event calendars are finalized by March 31.

April/May

- Finalized calendars and event host contact lists are distributed to all campus representatives by April 15.
- Statewide coordinator begins the upload of all event information to the online registration system and online calendar.
- Statewide coordinator continues to work with event hosts that may have conflicts arise.
- Campus representatives receive notification of any changes to the schedule of events.

June/July

- Online registration opens to all campus representatives, with instructions distributed by June 1.
- Online registration closes July 30.

August/September

- All event hosts receive instructions by August 1 regarding running online participant reports.
- Events begin per the calendars.
- Statewide coordinator communicates with campus representatives and event hosts regarding event schedule changes, conflicts and issues that arise.

October/November

- Events continue per the calendars.
- Statewide coordinator continues to communicate with campus representatives and event hosts regarding event schedule changes, conflicts and issues that arise.

December

- Statewide coordinator completes an annual report for Northern CA and Southern CA events to distribute to TD/CN ICC subcommittee.

Appendix C:

Questions to Ask College Representatives

What are your campus and community like?

- Is your college located in an urban, suburban or rural setting?
- What kinds of social, cultural and recreational activities are available on the campus and in the community?
- How far away from my home is your campus? How much time does it take to get there by car and by public transportation?
- Will I need a car to get around? Does public transportation (bus) provide easy access to the campus and community?
- How many students are enrolled? In my major? From my community/school?
- Are you on the semester or quarter system? When do classes begin and end?

Tell me about your programs.

- Do you offer my anticipated major?
- Are advanced degrees (master's, doctorate) offered?
- Is my degree program accredited? By what organization? What level (undergraduate/graduate)?
- What other programs do you offer that will support my major?
- Can I enroll part-time, take courses in the late afternoons, evenings, weekends or during the summer?
- Are there internship opportunities available on campus or in the community?
- Do you have an honors program?

How much does your college cost?

- What are the costs of tuition or registration fees, books and supplies, housing, parking, etc.?
- When do I pay those fees?
- What are the chances fees will be increased and when will I know?
- Is financial aid available?
- What kinds of financial assistance are available?
- When and how do I apply for financial aid? Do I apply for campus scholarships separately?
- How do you determine if I qualify for assistance?
- When will I be notified if I will or will not receive assistance?
- Will financial aid cover all my needs?
- Are there special kinds of assistance for students from certain ethnic minorities and other underrepresented groups?
- Is it easy to get a part-time job on campus or in the community?

What about housing?

- Do you have campus residence halls?
- Do I have to live on campus?
- How and when do I apply? When will I know if you have room for me?
- Can I choose my roommate?
- When do I have to sign a contract and submit a deposit to confirm my room?
- Is it easy to find a place to live near campus? What are the cost ranges?

Will I be eligible for admission?

- What are your admission requirements for freshmen and for transfers? Do you have an early admission plan?
- Do you have a special admission program for low-income students? How can I qualify? What kinds of special help will be available to me after I enroll?
- How do you determine my grade if I repeat a course?
- Will a course in which I received a “D” grade count?
- How do you recognize honors, AP, IB and transferable college courses?
- Can I take summer courses after I graduate from high school to qualify?
- What is the admissions priority of transfer students from community colleges, from four-year colleges and universities?
- If I go to a community college first, will my credits transfer? How and when will I know?

How do I apply for admission?

- Where, when and how can I get an application?
- When can I first apply? What is your application deadline date?
- May I apply to more than one campus in your system? How? May I have my application transferred from one campus to another if I change my mind?
- When do I have to submit transcripts, test scores and other admissions materials?
- When will I be notified if I have been admitted?
- Is my anticipated major overcrowded (impacted)? If so, what special requirements do I need to meet? If I’m not accepted in my major, what are my options?

What else do I need to know?

- May I take courses at your college for college credit before I graduate from high school? What are the requirements for enrolling? When and how do I sign up?
- How do I make arrangements to take a tour of your campus?
- Do you have an open house program for prospective students? Who do I contact for more information, and when?

Appendix D:

College Planning Terms You Should Know

Postsecondary Education in California

- **California Private Postsecondary Institutions** – Some 2,500 independent educational institutions and agencies that offer occupational instruction beyond high school.
- **Higher Education** – Postsecondary educational instruction offered at the collegiate level.
- **Independent California Colleges and Universities** – Includes 78 fully accredited independent colleges and universities affiliated with the Association of Independent California Colleges and Universities (AICCU).
- **Postsecondary Education** – Educational instruction offered beyond high school.
- **The California Community Colleges** – Includes 114 two-year colleges and numerous branch campuses.
- **The California State University (CSU)** – Includes the following campuses: Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San José, San Luis Obispo, San Marcos, Sonoma and Stanislaus.
- **The University of California (UC)** – Includes the following campuses: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, San Francisco, Santa Barbara and Santa Cruz.

Types of Instruction

- **Correspondence** – Home-study courses that may occasionally involve on-campus participation.
- **Extension** – Instruction offered at various off-campus community sites during the regular school year.
- **Full-Time/Part-Time** – Student status based on the number of enrolled units. Often used to determine fees and eligibility for services.
- **Graduate/Professional** – Courses offered beyond the bachelor’s degree level. Also, students who have received a bachelor’s degree and who are enrolled in post-baccalaureate instruction.
- **Intersession** – A period between two terms. Colleges commonly provide accelerated courses during intersession.
- **Lower Division** – Courses offered for freshman/sophomore level credit. Also, students whose class level is freshman or sophomore.
- **Online** – Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Also referred to

- more formally as Distance Education. Courses utilizing a blend of online and traditional in-person instruction are commonly referred to as “hybrid” courses.
- **Quarter System** – Approximately 10 weeks of instruction offered three times a year, during the fall, winter and spring. Some colleges also offer a summer quarter. Fall quarter normally runs from late September or early October to mid-December; winter quarter from early January to mid- or late March; spring quarter from late March or early April to mid- or late June.
 - **Semester System** – Both the regular and early semester systems offer approximately 15 weeks of instruction in the fall and in the spring. Under the regular system, fall semester normally runs from early or mid-September to mid- or late January; spring semester from later January or early February to late May or early June. Under the early system, fall semester normally runs from late August or early September to mid-December. Spring semester runs from mid- or late January to mid-May.
 - **Summer Session** – The period of instruction offered between June and August.
 - **Undergraduate** – Courses offered for freshman through senior level credit. Also, students who have not completed a bachelor’s degree.
 - **Upper Division** – Courses offered for junior/senior class level credit. Also, students whose class level is junior or senior.

Degree/Program Terms

- **Accredited** – A college or program that has been certified as fulfilling certain standards by a national and/or regional professional association.
- **American Institutions and Ideals** – Courses required by the CSU to ensure each student is knowledgeable about the Constitution of the United States, American history, and state and local government. All CCCs have designated courses that meet this requirement.
- **Associate Degree** – An Associate of Arts or Sciences degree, awarded by a community college upon completion of a two-year program.
- **Associate Degree for Transfer (AA-T or AS-T)** – Students who earn an AA-T or AS-T degree and meet the CSU minimum eligibility requirements are guaranteed admission to a CSU, but not necessarily to a particular campus or major. With the special degree, you may be given a GPA bump when applying to an impacted campus outside your local area or an impacted major that is deemed similar. In addition, once at the CSU, if you are admitted and enrolled in a designated similar degree program, you have the opportunity to complete your bachelor’s degree with as little as 60 semester units or 90 quarter units of coursework.
- **Bachelor’s (Baccalaureate) Degree** – A Bachelor of Arts, Sciences or related degree, awarded upon completion of a four-year program.
- **Certificate** – Awarded upon completion of a prescribed series of courses, usually at a community college and normally completed in a year or less time.
- **Concentration** – An option or special emphasis within a degree program. Note that some universities use the term “option” in place of “concentration.”
- **Doctorate Degree** – A Ph.D. or related degree, awarded upon the completion of a prescribed program beyond the master’s degree level.

- **General Education/Breadth Requirement** – A group of foundation courses in several disciplines required for graduation that all students are expected to meet regardless of major field.
- **Golden Four** – Of the minimum 30 semester units required in general education for upper-division CSU transfer admission, four courses must qualify for Oral Communication, Written Communication, Critical Thinking and Mathematics/Quantitative Reasoning.
- **Intersegmental General Education Transfer Curriculum (IGETC)** – The transfer core curriculum that fulfills the lower division general education requirements of both UC and CSU institutions.
- **Liberal Arts** – Programs/courses in the humanities, natural sciences and social sciences.
- **Major** – A group of courses in a single academic discipline that leads to a degree.
- **Master’s Degree** – A Master of Arts, Sciences or related degree, awarded upon completion of one or two years of study beyond the bachelor’s level.
- **Minor** – A secondary field of studies outside of the major field. Some degree programs require a minor.
- **Occupational/Vocational Programs** – Postsecondary education programs leading directly to employment upon completion of two years or less coursework.
- **Pre-Professional** – Undergraduate coursework either recommended or required for enrollment in professional schools.
- **Professional Schools** – Law, medicine, dentistry, veterinary medicine, pharmacy and other health science schools, which require or recommend specific undergraduate preparation.
- **Seven-course pattern** – As part of the minimum 60 semester (90 quarter) units required for upper-division UC transfer admission, a student must have completed the seven-course pattern earning a grade C or better in each course. The pattern consists of two courses in English composition, one course in mathematical concepts and quantitative reasoning, and four courses from at least two of the following subject areas: arts and humanities, social and behavioral sciences, and physical and biological sciences. Most CCCs incorporate the seven-course pattern into the IGETC series.
- **Teaching Credential** – A basic multiple or single subjects teaching certification obtained upon completion of a bachelor’s degree and prescribed professional education requirements in four or more years of college.
- **Transfer Program** – A community college program that provides the first two years of preparation for the baccalaureate degree.
- **Transfer Admission Guarantee (TAG) Program** – A community college program that provides the first two years of preparation for the baccalaureate degree. Six UC campuses offer the Transfer Admission Guarantee (TAG) program for California community college students who meet specific requirements. By participating in TAG, students will receive early review of academic records, early admission notification and specific guidance about major preparation and general

education coursework. TAG applications are due Sept. 30, but students can only apply for admission to a TAG program at one campus.

Admission

- **Application Filing Periods** – The periods during which applications may be submitted.
- **Intent to Enroll/Statement of Intent to Register** – The University of California and many independent colleges require admitted students to indicate their intention to enroll by submitting a statement and/or deposit by a specified date.
- **Eligibility** – High school grades, completion of specified subjects, test scores, autobiography, interview, awards, activities and other evidence of past or potential achievement that may be required to determine admission to an institution.
- **Exceptions/Special Action Admission** – A limited number of students may be admitted to some colleges as exceptions to the regular admission requirements based on special circumstances.
- **Honors Points** – The University of California (UC), the California State University (CSU), and many AICCU's assign extra grade points for up to four year-long UC-certified honors level, Advanced Placement, and/or UC-designated International Baccalaureate courses taken in grades 10, 11 and 12. College-level courses in the “a-g” college preparatory subjects that are transferable to the University of California (for the UC GPA) and to the California State University (for the CSU GPA) are also assigned honors grade points. A maximum of two year-long courses taken in grade 10 are assigned honors points. Grades of D are not assigned extra honors points.
- **Impacted/Selective Programs** – Some institutions receive more applications than program space available. Applicants, or prospective applicants, normally must apply during a specified time period and participate in a competitive selection process.
- **Impacted/Selective Campuses** – Similar to impacted/selective programs; however, in this instance the campus has exhausted existing enrollment capacity in terms of instructional resource or physical enrollment capacity, and therefore must restrict enrollment to the campus for a specific enrollment category (i.e., first-time freshman)
- **Matriculation** – The process of initially enrolling in college through payment of fees and registration of classes. It may also include an orientation, assessment, and a counseling and advising component at the California Community Colleges.
- **Non-Restrictive Application Plans** – All of these plans allow students to wait until May 1 to confirm enrollment.
 - *Regular Decision* is the application process in which a student submits an application to an institution by a specified date and receives a decision within a reasonable and clearly stated period of time. A student may apply to other institutions without restriction.
 - *Rolling Admission* is the application process in which an institution reviews applications as they are completed and renders admissions decisions to students

through the admission cycle. A student may apply to other institutions without restriction.

- *Early Action (EA)* is the application process in which students apply to an institution of preference and receive a decision well in advance of the institution's regular response date. Students who are admitted under Early Action are not obligated to accept the institution's offer of admission or to submit a deposit prior to May 1. Under nonrestrictive Early Action, a student may apply to other colleges. Also referred to as Early Admission.
- **Resident/Non-Resident Status** – Student status based on place of legal residence. Non-residents (out-of-state/foreign students) who attend public colleges must pay higher fees and often meet higher admissions requirements than resident students. Exemption from paying non-resident tuition is determined by the requirements set forth in legislation commonly referred to as AB540. Does not apply to students who attend independent or private colleges.
- **Restrictive Application Plans** – Plans that allow institutions to limit students from applying to other early plans.
 - *Early Decision (ED)* is the application process in which students make a commitment to a first-choice institution where, if admitted, they definitely will enroll. While pursuing admission under an ED plan, students may apply to other institutions but may have only one ED application pending at any time. Should a student who applies for financial aid not be offered an award that makes attendance possible, the student may decline the offer of admission and be released from the ED commitment. The institution must notify the applicant of the decision within a reasonable and clearly stated period of time after the ED deadline. Usually, a nonrefundable deposit must be made well in advance of May 1. The institution will respond to an application for financial aid at or near the time of an offer of admission.
Institutions with ED plans may restrict students from applying to other early plans. Institutions will clearly articulate their specific policies in their ED agreement.
 - *Restrictive Early Action (REA)* is the application process in which students make application to an institution of preference and receive a decision well in advance of the institution's regular response date. Institutions with REA plans place restrictions on student applications to other early plans. Institutions will clearly articulate these restrictions in their Early Action policies and agreements with students. Students who are admitted under REA are not obligated to accept the institution's offer of admission or to submit a deposit prior to May 1. (See NACAC's *Statement of Principles of Good Practice*.)
- **Registration** – The time students select classes and pay fees.

Examinations/Tests

- **American College Test (ACT) Assessment (with or without writing)** – ACT assesses high school students' general education development and students' ability to complete college-level work. Note: University of California will not consider ACT test scores when making admissions decisions or awarding scholarships. If a student chooses to submit test scores as part of their application, they may be used

as an alternative method of fulfilling minimum requirements for eligibility or for course placement after they enroll. The California State University will not use ACT test scores when making admission decisions. The Cal State Apply application for the California State University includes a section where students can submit ACT scores, alongside AP and IB scores, but the test results will only be used for college-level math and English course placement for admitted students. College entrance exams are required for admission at many AICCU schools (though there are schools where test scores are optional).

- **Advanced Placement (AP)** – Designated honors-level courses may provide college credit for students scoring at a certain level on an AP examination. AP examinations are given in May of each year.
- **College Level Examination Program (CLEP)** – The CLEP program is a set of standardized tests in various subjects in which qualifying scores can be used to earn college or university credits. CLEP credit is not accepted by UC campuses.
- **Early Assessment Program (EAP)** – The EAP program helps high school students determine if their English and math skills are ready for college at a CSU or CCC campus.
- **International Baccalaureate (IB) Organization** – The IBO's Diploma Program is a comprehensive two-year international high school curriculum that leads to IB Examinations and an IB High School Diploma. Courses may provide college credit for students scoring at a certain level on an IB examination.
- **Placement Tests** – Tests administered by colleges to determine the entry-level placement of students in certain basic courses such as English, mathematics, foreign language and science.
- **SAT Reasoning Test** – Most four-year colleges use this test or ACT assessments to help determine admissions eligibility. Note: University of California will not consider SAT test scores when making admissions decisions or awarding scholarships. If a student chooses to submit test scores as part of their application, they may be used as an alternative method of fulfilling minimum requirements for eligibility or for course placement after they enroll. The California State University will not use SAT test scores when making admission decisions. The Cal State Apply application for the California State University includes a section where students can submit SAT scores, alongside AP and IB scores, but the test results will only be used for college-level math and English course placement for admitted students. College entrance exams are required for admission at many AICCU schools (though there are schools where test scores are optional).
- **SAT Subject Tests** – A series of subject matter tests administered by the College Board used by highly selective colleges for admissions and/or course placement purposes. SAT Subject Tests are not required for the University of California; however, the tests are recommended for certain selective majors (consult a counselor to identify majors). The California State University does not require these tests. College entrance exams are required for admission at many AICCU schools (though there are schools where test scores are optional).
- **TOEFL** – The Test of English as a Foreign Language is used to evaluate the English proficiency of people whose native language is not English. The test in listening,

reading comprehension and structure/written expression measures the ability to understand North American English.

Costs/Financial Aid

- **Cal Grants** – California financial aid program available to California college-bound students based on high school academic achievement or family financial need. Students should submit the Cal Grant Grade Verification Form as soon as it is available in their senior year.
- **College Costs** – The costs of attending college include tuition/registration fees, books/supplies, housing, transportation and personal expenses.
- **Tuition/Registration Fees** – Charges based on such factors as the number of units taken and the cost of supplies, equipment, parking and related fees.
- **Expected Family Contribution (EFC)** – EFC is used in the financial aid process as an estimate of the parents' and/or student's ability to contribute to post-secondary education expenses. Generally, a lower EFC results in a higher financial aid award from the college.
- **Financial Aid** – Money available from colleges and universities, the federal and/or state government, and various community sources to help meet college expenses. Aid possibilities include grants, loans, scholarships and work-study programs.
- **Financial Aid Application** – In California, the Free Application for Federal Student Aid form (FAFSA) is used to apply for most forms of need-based financial aid. The FAFSA is required to be considered for federal and state aid.
- **California Dream Act Application (CADAA)** – The California Dream Act allows undocumented students, DACA recipients (valid or expired), U Visa holders and students under Temporary Protected Status (TPS), who qualify for a non-resident exemption under Assembly Bill 540 (AB 540), Senate Bill 2000 (SB 2000) and Senate Bill 68 (SB 68), to receive certain types of financial aid such as: private scholarships funded through public universities, state administered financial aid, university grants, community college fee waivers, and Cal Grants. In addition, the California Dream Act allows eligible students to pay in-state tuition at any public college in California.
- **Net Costs/Net Price Calculator** – The real cost to students: cost of attendance minus the total grants and scholarships. All officially recognized colleges and universities have a net price calculator available on their website for both dependent and independent students to estimate their net cost.
- **Pell Grant** – The federal Pell Grant Program provides need-based grants to low-income undergraduate and certain post-baccalaureate students to promote access to postsecondary education. Grant amounts are dependent on the student's expected family contribution (EFC), the cost of attendance (as determined by the institution), the student's enrollment status (full-time or part-time), and whether the student attends for a full academic year or less.
- **Total Cost of Attendance (COA)/College Costs** – The COA is the estimated full and reasonable cost of completing a full year as a full-time student. The COA is published by each educational institution and typically includes books and supplies, tuition and fees, room and board, and personal and transportation costs.

Special College Programs and Services

- **Academic Preparation Program Reference and Information System (APPRIS)** – APPRIS offers information about the major academic preparation programs operating throughout California’s public education system.
- **California College Promise Grant** – For eligible California residents, the California Community Colleges Promise Grant permits enrollment fees to be waived.
- **California Work Opportunity and Responsibility to Kids (CalWORKs)** – CalWORKs is a welfare program that provides cash aid and services to eligible needy California families.
- **Cooperative Education Programs** – Combined classroom and related work experience. Students alternate college coursework and related work internship by term or concurrently enroll in college and serve an internship on a part-time basis.
- **Cooperative Agencies Resources for Education (CARE)** – A supplemental component of EOPS that specifically assists EOPS students who are single heads of welfare households with young children by offering supportive services so they are able to acquire the education, training and marketable skills needed to transition from welfare-dependency to employment and eventual self-sufficiency for their families. Every CARE student is an EOPS student who must meet the eligibility criteria for both programs.
- **Disabled Students Program and Services (DSPS)** – Programs provided for students with verified disabilities and whose functional limitations require specialized services (e.g., counseling, mobility assistance, readers, interpreters, note takers, tutoring and test-taking assistance). Otherwise known as Disability Resource Centers (DRC) and Disabled Student Programs (DSP).
- **Early Academic Outreach Program (EAOP)** – Administered by the University of California, EAOP works directly with students at underserved schools to increase the number of students who have the opportunity to achieve a college education.
- **Educational Opportunity Programs (EOP)** – University of California and California State University programs that provide special admission and enrollment support services for students who normally do not meet regular admission requirements and are economically disadvantaged but who demonstrate the potential to succeed with help. Emphasis is primarily on students who may not have been able to attend college because of cultural, economic or educational background. Similar programs are offered by many other colleges under different names.
- **Extended Opportunity Programs and Services (EOPS)** – Community college program designed to provide services to students affected by language, social and economic handicaps to achieve their educational objective and goals. This includes associate degrees, transferring to four-year institutions, job skills and occupational certificates.
- **Foster Youth Programs** – Community college program designed to provide quality education and support opportunities to caregivers of children and youth in out-of-home care so that these providers may meet the educational, emotional,

behavioral and developmental needs of children and youth in the foster care system.

- **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)** – A federal grant program for states and partnerships to provide services at high-poverty middle and high schools with the goal of increasing the number of low-income students who are prepared to enter and succeed in postsecondary education.
- **Honors Programs** – A program of special courses for high academic achievers often provided within the framework of general education. Programs may feature workshops, seminars and small group discussion sessions.
- **Internships/Co-ops** – Provide students with opportunities to obtain credit through a carefully monitored campus or community work experience related to educational objectives.
- **Math, Engineering, & Science Achievement (MESA)** – A program serving educationally disadvantaged students seeking careers in math, science and engineering fields.
- **PUENTE** – A program that provides academic and personal mentoring programs for community college students and a college preparatory program for high school students, with the goal of increasing the number of underrepresented students enrolling and successfully completing college degree programs.
- **Reserve Officers Training Corps (ROTC)** – A program that leads to a commission in the U.S. Army, Air Force, Marine Corps or Navy upon completion of four years of appropriate college coursework and training.
- **Residence Halls (Dormitories)** – Campus living facilities usually reserved for unmarried students.
- **STEM Programs** – Science, technology, engineering, and mathematics (STEM) education. This term is used to identify individual subjects, a stand-alone course, a sequence of courses, activities involving any of the four areas, a STEM-related course, or an interconnected or integrated program of study.
- **Study Abroad/International Study Programs** – A program that provides a year or more of study at a cooperating college in a foreign country with credit counting toward graduation requirements.

- **Umoja Program** - A community of educators and learners committed to the academic success, personal growth and self-actualization of African American and other students.
- **Veterans Services** - Programs available to veterans or current servicemen and women who reside in California or who are stationed in California. Initiatives such as Troops to College provide educational opportunities and assistance to active-duty service members and veterans by the CCC, CSU and UC colleges and related agencies.

Appendix E: Host Evaluation Instruments

Program Note: This first appendix sample is for program hosts who wish to conduct their own event survey (see section 10.2 Evaluation Activities). Appendix F shows online surveys that will be forwarded by the statewide coordinator to representatives and program hosts.

***** SAMPLE *****

California Transfer Days/College Nights Program - College Representative Evaluation Form

Please evaluate our program on the basis of the factors listed below. We are particularly interested in your comments concerning those program elements that you feel should have been within our control. We would also like to have your constructive suggestions for future improvements in our program. Please return this evaluation form to your program host.

ONLINE REGISTRATION (user friendly, confirmation of registration, necessary information available online):

needs improvement				fine as is
1	2	3	4	5

PRE-PROGRAM DETAILS MAILED TO REPRESENTATIVES (timeliness of mailing, completeness of arrival instructions and program details):

needs improvement				fine as is
1	2	3	4	5

ARRIVAL ARRANGEMENTS (parking availability and access to program areas):

needs improvement				fine as is
1	2	3	4	5

PHYSICAL ARRANGEMENTS (program times, suitability of location and facilities, adequacy of program set-up tables, signs, etc.):

needs improvement				fine as is
1	2	3	4	5

HOSPITALITY (coffee, light refreshments):

needs improvement				fine as is
1	2	3	4	5

ATTENDANCE (students, parents, counselors, general public):

needs improvement				fine as is
1	2	3	4	5

EVIDENCE OF STUDENT PREPARATION (based on questions asked by students):

needs improvement				fine as is
1	2	3	4	5

OVERALL PROGRAM RATING (circle one number):

needs improvement				fine as is
1	2	3	4	5

RECOMMENDATIONS FOR FUTURE PROGRAMS (use back of page if necessary):

EVALUATOR: _____ **DATE:** _____

(Optional: name of college/university and representative)

Appendix F: Online Evaluation Survey

Representative Online Survey (example)

College Fair Attendee Survey Exit this survey

1. Default Section

1. Which college fair are you evaluating?

Transfer North High School North Transfer South High School South

Please select only one college fair to evaluate.

2. Do you recommend we provide this college fair next year?

Yes

No

If no, why not?

3. Please rate the following using a scale of 1-5 with 5 being the highest:

	1	2	3	4	5	NA
Contact with the college fair host	<input type="radio"/>					
Confirmation provided clear directions and map	<input type="radio"/>					

4. Please rate the following using a scale of 1-5 with 5 being the highest:

	1	2	3	4	5	NA
Parking	<input type="radio"/>					
On-site check-in	<input type="radio"/>					
Table location	<input type="radio"/>					
Table space	<input type="radio"/>					
Attendance	<input type="radio"/>					
Student contacts	<input type="radio"/>					
Date of fair	<input type="radio"/>					
Hours of fair	<input type="radio"/>					
Hospitality	<input type="radio"/>					
Overall Organization	<input type="radio"/>					

5. Please indicate where you would recommend the Transfer Days/College Nights committee consider adding a college fair.

Done

Host Online Survey (example)

College Fair Host Survey [Exit this survey](#)

1. Default Section

1. Which college fair did you host?

Transfer North High School North Transfer South High School Night South

Please select only one location

2. Did campus attendance meet your expectations?

	Yes	No
California State University System	<input type="radio"/>	<input type="radio"/>
University of California System	<input type="radio"/>	<input type="radio"/>
California Independent Colleges and Universities	<input type="radio"/>	<input type="radio"/>

If no, please explain.

3. On a scale of 1 to 5 with 5 being the highest, do you feel college representatives...

	CSU	UC	California Independent College and Universities
Arrived on time	<input type="text"/>	<input type="text"/>	<input type="text"/>
Were well trained	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stayed to the end of the event	<input type="text"/>	<input type="text"/>	<input type="text"/>
Gave out appropriate information	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other (please specify)	<input type="text"/>		

4. Did you have any problems with a particular college/university?

Yes

No

If yes, please elaborate.

5. How many colleges/universities were no-shows for the college fair without prior notice?

Registered and did not show

Number of No-Shows

Please list the college/universities that did not show.

6. How many students do you estimate attended the college fair?

Range of Attendance

Estimate Number of Attendance

7. On a scale of 1 to 5 with 5 being the highest, please rate the effectiveness of the online registration system.

1

2

3

4

5

8. Additional comments/concerns.

Done

Appendix G:

Best Practices Quick Reference for Hosts

1. Identify a person to be in charge and to serve as the primary contact. Also consider identifying an alternate contact. Tips: Be sure to notify the statewide coordinator of any assignment changes. Establish a special event email account at the high school or college.
2. Return the online Event Confirmation form by the middle of March so the statewide coordinator has both the updated contact person information and the event site.
3. Review the distributed statewide event calendar to find your school/college's assigned event date and location from the statewide coordinator. Tip: Add the date to your school/college's master calendar.
4. If you would like to extend a "save the date" notification to colleges and universities that use the Online Registration System (e.g., UC, CSU, CCC and AICCU colleges and universities), do so now. Tip: Be sure to remind those colleges and universities to confirm through the online system only.
5. Familiarize yourself with the most recent version of the Transfer Days/College Nights Guidelines.
6. Develop an implementation plan to manage necessary tasks and assignments before, during, and after the event. Tip: See the sample checklist on the following page.
7. Form a committee for additional help with detailed event planning and tasks. Note: It is recommended that the committee include staff, parents, students and representatives from local colleges and universities and school/community organizations.
8. All UC, CSU, CCC and AICCU colleges and universities register using the Online Registration System, which closes July 31. You will be contacted by universities who are not permitted to use the Online Registration System (out-of-state and non-AICCU private schools). It is suggested that you begin a waitlist and contact these campuses at a later date to confirm attendance. You can find lists of colleges and universities by visiting these websites: [UC](#), [CSU](#), [CCC](#), [AICCU](#). If you would like to extend invitations to colleges and universities *not* using the Online Registration System (i.e., non-UC, CSU, CCC and AICCU colleges and universities) do so now.
9. On or after August 1, run the participant report for the UC, CSU, AICCU and CCC institutions who registered through the Online Registration System. Determine how many more colleges/universities you can accommodate and contact those institutions on your waitlist to confirm attendance.
10. Send final program detail information to the participating college and university representatives. Tip: Consider creating a webpage for attending college/university representatives to access for detailed information.
11. During the event, be sure to stop by each college/university representative's table to ensure all necessary accommodations are in place.
12. Participate in post-event activities, such as event evaluation, a raffle, and sending thank-you notes to attending college/university representatives and your staff.

Further details regarding the above Best Practices may be found within the Guidelines document.

College Nights/Transfer Days Sample Checklist

TASK	DUE DATE	COMPLETED	PERSON
Reserve event space (quad, cafeteria, breezeway, etc.) and have a Plan B for rain or heat			
Create layout of event and assign reps to respective tables			
Reserve tables and chairs			
If applicable, request assistance for set up from facilities/custodial department. Also request extra trash cans, no watering of lawns (if outside) before or day of event, etc.			
Reserve parking area for reps or secure parking permits if needed. If parking is far from event have a loading zone			
Develop PR materials – Posters, website, social media posts, etc.			
Order food and drinks			
Send reps confirmation email with details about your event			
Create invite for participants and distribute			
Ask for volunteers and assign shifts and tasks			
Order decorations (tablecloths, balloons, flowers, etc.)			
Create university participant list for attendees in alphabetical order by system			
Print table tents for participating universities			
Create and make copies of evaluation for reps to complete at the end of the fair			
If needed, create directional signs to post around campus for reps and students			
Prepare any handouts for participants, i.e., Questions to Ask College Reps			
Send follow-up email to confirmed reps a few days before event providing any pertinent info			
Have a check-in table, greet reps as they arrive and show them to their table			
Have cleaning supplies, extra parking permits, business cards, advertise workshops or other events your office is hosting			
After event send thank you to reps, review evaluation and have a debrief meeting			

Appendix H:

Tools for Planning and Implementation

Getting the Word Out

- Postcard - dates for the region or individual site go out to any and all potential visitors upon receipt of dates from statewide coordinator.
- Electronic Media – send emails (evites), instant messages, post on social media sites, marquees, post to campus websites, radio/TV prior to the event.
- Event Flyer - posted in classrooms and on bulletin boards, put in faculty boxes. Post three to four weeks prior to event.
- Student Paper - submit a reduced version of the flyer to run a 3" x 5" ad. Run about four weeks prior to event.
- Specialized Publications - identify special program/department newsletters and provide announcement for inclusion.
- Memorandums - send specified memos to the appropriate staff regarding parking reservations, faculty announcements, department representation, etc.
- Press Release - send press release to public information officer for community newspapers. Run about four weeks prior to event.
- Handouts – hand out reduced-sized flyers to students the day before and the day of the event in accordance with campus regulations regarding the passing out of materials if applicable.
- Community Groups and Professional Organizations - send copies of flyer to each sponsoring organization or club for distribution to its membership.

Things to Do

- Facilities Use Order
- Maintenance Work Order
- Labels for Mailing
- Order Tables and Chairs
- Order Balloons/Decoratives
- Flyers
- Table Signs
- Reserve Hospitality Suite
- Newspaper Ads/Digital Media Advertising
- Hospitality/Food Request Form
- Continental Breakfast Arrangements
- Sack Lunch Arrangements
- Faculty Announcements
- Detail Email to College/University Representatives
- Memo to Security for Parking
- Memo to Security with List of College/University Representatives
- Faculty Newsletter: alert to parking and list of reps

- Specialized Publications
- Press Release
- Invitations to Disciplines/Programs:
 - Counselors
 - Financial Aid
 - EOPS
 - DSPS
 - Nursing
 - Study Abroad
 - Athletics
 - Career Center
 - Honors Program
 - Foreign Students Program
 - Health Services
 - Other

Sample Final Program Details Letters



This is to confirm that your college is registered for **San Diego Mesa College's 2022 Transfer Day, scheduled on Thursday, October 13th from 10:00 AM – 1:00 PM.** Below is important event details for you.

What is Included? Your registration includes a table, two chairs, parking permit, continental breakfast, lunch (1:00-1:30 pm), and advertisement of your college's attendance on our website. Plus thousands of Mesa students and graduates.

Parking: You will be emailed an electronic parking permit a week before the event. So please make sure your email address is current. We will have a parking lot reserved for all employers to park in. Traffic can be challenging getting on campus due to construction, so please allow ample time to find parking.

Check-in: Check-in begins at 9:00 a.m. Please visit the Transfer Center Tent at the event location after you arrive at the event area.

Event Location: Transfer Day will be held in front of the Mesa Commons Breezeway, it is in front of the MC building. Tables are available on a first come, first serve basis, so if you have a preferred spot, we suggest you arrive early. We provide a limited amount of shade umbrellas, it is recommended if possible to bring a university pop-up canopy/tent. We highly recommend bringing a canopy/tent not only for shade but also advertisement (10x10 feet maximum).

Loading/Unloading Materials: Once you arrive to campus, follow the signs to the "Transfer Day Loading/Unloading" location to drop off the materials you brought for the fair. You cannot permanently park in the unloading/loading area. You also have the option to mail your materials to the Transfer Center (our mailing address in below).

Food: We will provide coffee, tea and snacks in the morning and lunch is between 1:00 pm - 1:30 pm.

Tear Down: Transfer Day ends at 1:00 p.m.

Reminders:

- On a college campus there are peaks and valleys of student activity that corresponds to class schedules so don't be alarmed when activity slows down, it will pick up again!

- Please also note that located on the Mesa College campus is the MET – San Diego High School, so you may encounter a few high school aged students at your table.

If you have any questions or concerns, please feel free to contact us. We look forward to seeing you at the event!

Thank you,

Transfer Center

San Diego Mesa College

7250 Mesa College Drive, I4-306

San Diego, CA 92111

Phone 619-388-2473 Fax 619-388-5834





[Greeting Line]

We are just a few days away from the [Host College] Transfer Day on [Date/Time]. We are excited that [College/University Name] will be attending.

Below are the details for the day:

Campus Arrival:

Classes are back in session, which may make arrival and parking a little challenging. We are ready to greet you starting at [time] so we would recommend setting that as your arrival time. The campus address is [Campus Address].

Parking Permits:

An E-Permit and Mesa map has been attached to this e-mail. Please make sure to print this e-permit and displayed in your car dashboard to avoid citation. This permit is valid in any regular staff or student space.

Location and set up:

The event is located in Mesa Breezeway Plaza between Mesa Common and Social Behavior buildings (in front of Mesa Book store and Cafeteria) listed as area "A" on the map attached. We provide you tables and two chairs and an umbrella or canopy for shade.

Wifi Password:

Wifi name: Mesa Wireless

Password: mesafall2022

(all lowercase)

Food:

In the morning, we will provide light morning snacks including coffee and water and a yummy box lunch will be provided at [time].

Transfer Day Fee:

If you have received an invoice from us but did not get a chance yet to send the check out, you may bring it with you and hand it to a SD Mesa Transfer Center Staff member on the Transfer Day.

Lactation Room:

G-212, Humanities and Multicultural Studies building, on second floor. Please ask a Transfer Center Staff Member for the access code.

Reflection/Prayer Room:

I4-404, Student Services Building, fourth floor

Questions/Concerns:

If you have any questions or concerns regarding the day, please contact the Transfer Center at 619-388-2473, option #4 to speak with the staff.

We look forward to seeing you on [date]!

Thank you,

Mesa College Transfer Center.

www.sdmesa.edu/transfer-center/

SD MESA MAP

Mesa Transfer Day 2022 Parking Permit.pdf

Sample Student Email

Hello,

If you are planning to transfer or want to explore the possibility of going to a university, take advantage of this great opportunity to meet with university representative from the University of California, California State Universities and Private Universities! They will have information on academic programs, scholarships and financial aid they offer.

What: College Transfer Fair

Where: San Jacinto Campus

When: Tuesday, October 25, 2016, 10am-1:30pm.

What: College Transfer Fair

Where: Menifee Valley Campus

When: Thursday, October 27, 2016, 10am-1:30pm.

In addition, please select the link below to view, "Questions to Ask College Representatives."

<http://www.msjc.edu/AskCollegeReps>

Select the link below to view the flyer:

<http://www.msjc.edu/CollegeFair>

If you have any questions about this event, please call the Career/Transfer Center at (951)487-3285 or (951)639-5285.

Thank you,

Career/Transfer Staff

Sample Student Attendance

Crafton Hills Transfer Fair

Major: _____

Name: _____

Course: _____

Section#: _____

Professor: _____

Rep Signature	Rep Signature	Rep Signature
Does this University have my major? Is this major competitive for admission?	Does this University have my major? Is this major competitive for admission?	Does this University have my major? Is this major competitive for admission?
Things I learned from this college:	Things I learned from this college:	Things I learned from this college:

For each university, you may choose **three (3) additional questions** from the list below, or make your own. Use the blank section above for your answers.

Does your campus have healthcare sciences (Nursing, Dental, Physician Asst., etc.) What is the average GPA of the entering class?

What is your campus community like? Commuter or resident campus?

How and when do I apply for admission?

What is the total cost-of-attendance at your campus?

- When are fees due, should I expect additional costs, and do you offer payment plans?

What financial aid programs/services does your campus have?

- When and how will I be notified if I qualify for financial aid?
- Can financial aid cover my entire expenses **without** student loans?

What types of support services do you offer? Ex. disabled student svcs, internship opportunities, career center, study abroad, etc.

What activities/clubs/events are available for students?

How successful are your graduates in finding jobs?

Additional questions you may want to ask:

- How difficult is it to enroll in the courses I need, when I want them?
- What is the student-faculty ratio?
- How diverse is your campus?
- Do most students live on-campus or off-campus?
- Can I work on-campus without qualifying for work-study?

University Transfer Center

909-389-3399

www.craftonhills.edu/transfercenter

Sample Student Extra Credit Form

Workshop or College Event Extra Credit Form

Please print.

Student Name: _____ Student ID: _____
Last Name, First Name

Title of RCC College Workshop or Event: _____ Date: _____

Name of Workshop: _____

Name of Speaker: _____

What was the topic covered: _____
Name 3 things you learned from attending this workshop/event

1. _____

2. _____

3. _____

Student Signature: _____ Date: _____

Signature of Facilitator: _____

Workshop or College Event Extra Credit Form

Please print.

Student Name: _____ Student ID: _____
Last Name, First Name

Title of RCC College Workshop or Event: _____ Date: _____

Name of Workshop: _____

Name of Speaker: _____

What was the topic covered: _____
Name 3 things you learned from attending this workshop/event

1. _____

2. _____

3. _____

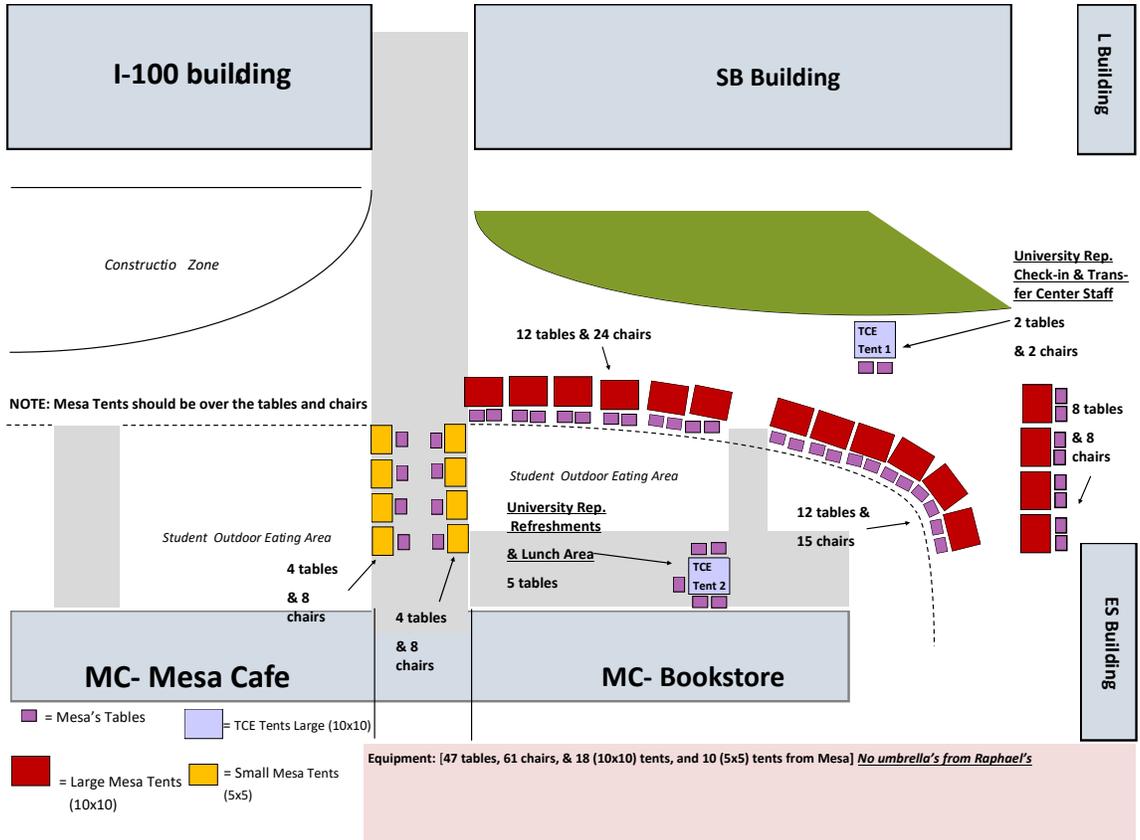
Student Signature: _____ Date: _____

Signature of Facilitator: _____

Sample Campus Event Map

Transfer Day 2022: Thursday, October 13th | Set-up by 8:00 am | Take Down at 2:00

TCE Event Diagram: Last Updated 10/05/2022



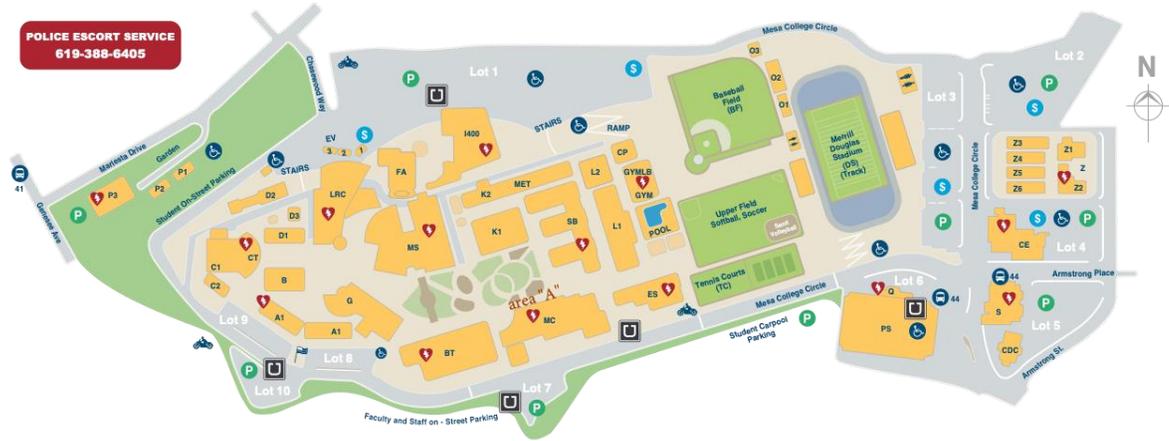
SAN DIEGO MESA COLLEGE

7250 Mesa College Drive, San Diego, CA 92111-4998, General Information: 619-388-2600

 AP 7981.1 BICYCLES, SKATEBOARDS, ROLLER-SKATES, ROLLER BLADES AND OTHER DEVICES OF SIMILAR NATURE ARE PROHIBITED

 MESA COLLEGE IS A SMOKE-FREE CAMPUS

POLICE ESCORT SERVICE
619-388-6405



-  ADA PARKING
-  PARKING * Permit needed please follow parking instructions
-  AED - AUTOMATED EXTERNAL DEFIBRILLATORS
-  PARKING PERMIT MACHINES
-  MOTORCYCLE PARKING
-  MTS BUS STOP, ROUTES 44,41

- A1 President, V.P. Instruction, V.P. Administrative Services (101-105)
- A1 Administration Offices (106-117) *
- B Classrooms B100
- BT Center for Business and Technology
- C1-CT Classrooms C100 and Apollad Theatre CT
- C2 Classrooms C200
- CDC Child Development Center
- CE Continuing Education Building
- CP Central Plant
- D1 Classrooms
- D2 Classrooms
- D3 Classrooms D300
- DS Merrill Douglas Stadium
- ES Exercise Science
- EV English Village
- G Humanities & Multicultural Studies
- GYM Main Gym

- FA Fine Arts
- I400 Student Services Center and Classrooms *
- K1 The Stand, VSC, NextUP, Honors and Classrooms
- L1 Exercise Science L100
- L2 Facilities L200
- LR Learning Resource Center
- MET Met High School (K200)
- MC Mesa Commons *
- MS Math and Science Complex
- P1 Classrooms P100
- P2 Storage P200
- P3 Animal Health Technology P300
- PS Parking Structure
- Q Mesa College Police Offices Q100
- S Allied Health Education S100, S200, S300
- SB Social and Behavioral Sciences Building
- Z Mesa College Design Center

- *Student Services Center
- AVANZA Engagement Center
- CalWORKS

- *Administration Offices
- Inst. Effectiveness and Research
- Foundation/Resource Dev.
- Office of Communications

- *Mesa Commons
- Printing and Mail Services
- Cafeteria
- Bookroom/Receiving
- Campus Store
- College Technology Services
- Culinary Outlook

 iCommute
icommutedsd.com (must be 21 or older)

San Diego Mesa College Map 2022

Sample Event Flyers

SAN DIEGO MESA COLLEGE
Transfer Center



TRANSFER
2022
DAY

WHEN?

Oct | 13 | 22
@ 10 am

WHERE?
Sunrise Plaza at
Mesa Commons

Mesa College Transfer Center | www.sdmesa.edu/transfer-center/
Phone number: 619-388-2473 | Email: Mesatransfer@sdccd.edu

SAVE THE DATE
Riverside City College

JOB, CAREER & TRANSFER FAIR

BRING YOUR RESUME!

DRESS TO IMPRESS



CONNECT, NETWORK,
AND GET THAT JOB!

FRIDAY MAY 19
9 AM - NOON, IN THE QUAD
FREE TO STUDENTS AND
COMMUNITY MEMBERS
RIVERSIDE CITY COLLEGE
4800 MAGNOLIA AVE., RIVERSIDE, CA 92506

Appendix I: Popular College Admissions & Financial Aid Websites

College Admissions Information & Applications

(Begin address with <http://> or <http://www.>)

American Council on Education's Know How 2 Go	knowhow2go.acenet.edu
California Colleges & Universities	californiacolleges.edu
California Community College Articulation Agreements	assist.org
California Community College Info, CCC Applications	ccco.edu cccapply.org
California Comm College Transfer, Undergraduate Transfer	ccctransfer.org , collegetransfer.net , collegefish.org
California Private/Independent Colleges & Universities	aiccu.edu
Common Application	commonapp.org
CSU Admissions, Campus Info, Early Assess, Early Start	calstate.edu , calstate.edu/impact-of-the-csu/student-success/CSUCCESS
CSU App for Undergrad Admission	calstate.edu/apply
CSU/Calif Community College Transfer Reform Act	calstate.edu/attend/transfer
I Can Go To College	icangotocollege.com
Next Step U	nextstepu.com
Transfer Guarantee to Historically Black Colleges & Universities	californiacommunitycollegehbcutransfer.com
UC Admissions & Campus Information	admission.universityofcalifornia.edu
UC App for Undergrad Admission, UC A-G Course Guide	universityofcalifornia.edu/apply , ucop.edu/agguide
UC Information, Application, AP & Honor Course Info	ucscout.org
UC Transfer Admission	admission.universityofcalifornia.edu/transfer
UC Transfer Admission Guarantee	admission.universityofcalifornia.edu/transfer/guarantee
Universal College Application	universalcollegeapp.com

College Admissions Information & Testing

ACT (American College Test)	actstudent.org
Art & Design Schools	aicad.org
Big Future (College Board)	bigfuture.collegeboard.org

Campus Profiles and Tours

College Video Tours	ecampustours.com , thecollegiatechoice.com
Catholic Colleges & Universities	catholiccollegesonline.org
Christian Colleges & Universities, Christian College Fairs	cccu.org , naccap.org , myblueprintstory.com
College Accreditation	ed.gov/accreditation
College Bd - PSAT, SAT, Subject Tests, AP, & CSS Profile	collegeboard.org

College Fairs

California/Nevada & National College Fairs	wacac.org/college-fairs
Gap Year Fairs & Programs	usagapyearfairs.org

College Guides

Fiske Guide, Peterson's	fiskeguide.com , petersons.com
Princeton Review, Insider's Guide to the Colleges	princetonreview.com
College Help Network for African American Students	blackexcel.org
Coll Reviews by Students: Coll Prowler, Unigo, Wiselikeus	niche.com , unigo.com , wiselikeus.com

College Search

Campusexplorer, Collegexpress	campusexplorer.com , collegexpress.com
Cappex, College Navigator	cappex.com , nces.ed.gov/collegenavigator
College Confidential	collegeconfidential.com
College Data, Common Data Set	collegedata.com
College Results Online, College Majors	collegeresults.org , collegemajors101.com
College View, CollegeQuest	collegequest.com
Colleges That Change Lives	ctcl.org
Fee Waivers for Admission Applications	bigfuture.collegeboard.org/plan-for-college/applying-to-college/fee-waivers/college-application-fee-waiver-faqs
First Gen. & Underrepresented Students, Coll Search & Scholar	collegegreenlight.com

Free Test Prep

ACT & GRE Prep	khanacademy.org , number2.com varsitytutors.com/practice-tests
Hispanic Association of Colleges & Universities	hacu.net
Historically Black Colleges & Universities (HBCU)	edonline.com/cq/hbcu/alphabet.htm , uncf.org
International Baccalaureate Program	lbo.org
Jesuit Colleges	ajcunet.edu
Jewish Campus Life at Colleges	hillel.org
LGBT, Friendly Campus Climate Index	campusprideindex.org
Military Schools	toptenz.net/top-10-military-schools.php
Natl Assoc College Admission Counseling	nacacnet.org
National Association of Independent Colleges & Universities	naicu.edu
Test Optional Schools	fairtest.org
TOEFL, Information & Preparation	ets.org/toefl/test-takers/ibt.html
U-Can, University and College Accountability Network	ucan-network.org
Undocumented Students, Info for College Admission	immigrantsrising.org , nilc.org
Women's Colleges	womenscolleges.org

Financial Aid – Government

I Can Afford College	icanaffordcollege.com
California Dream Act	csac.ca.gov/dream_act.asp
California Student Aid Commission	csac.ca.gov , mygrantinfo.csac.ca.gov
Dept of Ed, Student Aid on the Web, College Comparison	studentaid.gov ; collegescorecard.ed.gov
Estimate of Expected Family Contribution (EFC)	studentaid.gov/aid-estimator/ finaid.org/calculators/finaidestimate.phtml
Federal Money	fedmoney.org
Federal Student Aid YouTube Channel	youtube.com/user/FederalStudentAid
Free App for Student Aid (FAFSA) Online, FSA ID	studentaid.gov/h/apply-for-aid/fafsa , studentaid.gov/help/fsa-id
Net Price Calculator Center	collegecost.ed.gov/net-price
Paying for UC	admission.universityofcalifornia.edu/tuition-financial-aid
UC Blue and Gold Opportunity Plan	admission.universityofcalifornia.edu/tuition-financial-aid/types-of-aid/blue-and-gold-opportunity-plan.html
Western Undergraduate Exchange (WUE Schools)	wiche.edu/wue

Financial Aid – Private/Commercial Scholarship Search

FastWeb, FinAid, Scholarship Search	fastweb.com , finaid.org , scholarships4school.com
Am Indian Fund, Am Indian Higher Education Consortium	collegefund.org , aihec.org
Big Future Scholarship Search (College Board)	bigfuture.collegeboard.org/scholarship-search
Cappex Scholarships, Chegg Scholarships	cappex.com/scholarships , chegg.com/scholarships
College Scholarships, Scholarships 101	collegescholarships.com , scholarships.com

CSS Financial Aid Profile

[student.collegeboard.org/
css-financial-aid-profile](http://student.collegeboard.org/css-financial-aid-profile)

Hispanic Scholarship Fund, Latino College Dollars

hsf.net, latinocollegedollars.org

Mexican American Legal Defense & Educational Fund

maldef.org

**National Association Student Financial
Aid Administrators**

nasfaa.org

Student Aid – Comprehensive Government Site

studentaid.gov

United Negro College Fund, Black Excel

<http://www.uncf.org>, uncf.org, blackexcel.org

Athletics

**National Association of
Intercollegiate Athletics (NAIA)**

naia.org, playnaia.org (eligibility)

National Collegiate Athletic Association (NCAA)

ncaa.org, ncaa.com, web3.ncaa.org/ecwr3/

Appendix J: Transfer Days/College Nights Committee Roster

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