The mission of the University Transfer Achievement Program (UTAP) is to create a close-knit learning community of students, instructors, counselors, and support staff dedicated to working together to create a successful first year experience for underprepared, at-risk college students.

I. Mission Statement
UTAP prepares at-risk students for academic success by:
- providing a comprehensive, experiential orientation to the college environment, including an introduction to the academic and student support services on campus
- helping students to achieve a self-awareness of the strengths and weaknesses that impact their academic success
- preparing students in career planning through the completion of an SEP
- linking study skills and critical thinking skills within interdisciplinary assignments

UTAP achieves these goals by placing students in a supportive interdisciplinary learning community.

II. Program/Service Description
Overview
- UTAP is a year-long learning community designed to help students achieve academically so that they can transfer on to four-year colleges and universities. UTAP provides students with a solid foundation by enrolling them in classes that explore interdisciplinary connections through integrated assignments, projects, and field trips. Enhanced curriculum and additional program components such as study groups and peer tutoring fosters the development of study skills, time management skills, stress management skills, and problem solving skills. Students in UTAP learn how to maximize their use of campus services, such as tutoring, financial aid, and counseling, to ensure their academic success. By engaging in the learning community for an entire year, students build a strong bond with their peer group and faculty, which provide them with increased support. This helps to generate a deeper level of commitment to their academic growth.
- UTAP targets first year freshman who are developmental-level, first generation, at-risk students. (See appendix II. Glossary for definition of terms)

Program History
- Created under a Title V Grant, UTAP was originally the umbrella for a number of programs, including the Peer Mentor Program, Transfer Track Program, and Learning Communities Program. The intention of these programs was to increase the retention, persistence, and progression rates of students in a Hispanic-serving institution. Since 2004, UTAP, originally known as the Freshman Experience Learning Community, has continued to address that institutional goal.
- UTAP provides a framework for students to achieve both academic and social integration so that they can successfully navigate the dual environments of home and college. UTAP impacts student behaviors in terms of study habits, peer involvement, interaction with faculty, time on task, and motivation. It impacts institutional behavior in terms of academic support, and teaching and learning approaches. The collaborative nature of the learning community is inclusive and affirming, and works to deepen student engagement.
Program Components

- Key components:
  - Enhanced writing skills (from developmental level to college-level)
  - Interdisciplinary curriculum
  - Utilization of collaborative, student-centered learning strategies
  - Enhanced academic success skills (study skills, time management skills, etc.)
  - Introduction to student services (Financial Aid, EOPS, etc.)
  - Introduction to campus resources (Tutoring, ESC, SI, etc.)
  - Individualized personal, academic, and career counseling
  - Early intervention
  - Intrusive advising
  - Preparation for transfer (college tours, SEP, transfer application)
  - Enhanced faculty and peer support
  - Co-curricular field trips and community building activities
  - Individualized personal, academic, and career counseling
  - Early intervention
  - Intrusive advising
  - Preparation for transfer (college tours, SEP, transfer application)
  - Enhanced faculty and peer support
  - Co-curricular field trips and community building activities
  - Campus volunteer service

- Recruitment:
  UTAP recruitment philosophy:
  - provide an entry point primarily for first-semester freshmen
  - target first generation, developmental-level students
  - create a cohort that reflects the campus student population as a whole in terms of ethnic diversity
  - include 20% more experienced students who can model appropriate college behavior to incoming freshmen
  (See appendix II. Recruitment for specific recruitment strategies)

- Course scheduling:
  - The UTAP Coordinator is responsible for course scheduling
    1. UTAP faculty discuss course offerings and scheduling for the upcoming year.
    2. UTAP faculty select courses within their own departments.
    3. UTAP Coordinator collects CRN numbers for UTAP sections and sends them to the Division DOMs along with language to be incorporated into the class schedule. DOMS are requested to block enrollment in all UTAP sections and to set the seat counts to zero.
    4. UTAP Coordinator follows up with Donna Landis to make sure all UTAP classes are properly identified in the class schedule, and linked and coded in MyGateway.

- Enrollment procedures:
  - After providing verification of eligibility for English 60 and completing a UTAP contract, UTAP students are required to attend a registration workshop where they are guided in the selection of appropriate classes. At the end of the workshop, they are given individual add codes for each of the UTAP classes. Each student then registers for the classes on his/her assigned registration date.

- Criteria for completion:
  - Students must pass the UTAP English classes.
  - Students must remain enrolled in all the UTAP classes.
Students must participate in a weekly study group the first semester.
Students must meet with the counselor twice each semester.
Students must attend all of the mandatory field trips.
Student must complete a Transfer Preparation Portfolio.

• **Criteria for progression:**
  o To remain in the program into the second semester, students must pass English 60 the first semester.

• **Academic components:**
  o The foundation of UTAP, the English 60 and English 100 classes, remain consistent each year. However, the other course offerings change depending on staff availability and interest.
  o Currently, UTAP courses are as follows:
    ▪ Fall semester: English 60, Counseling 150, Theater 120
    ▪ Second semester: English 100, Communications 100, Library 100, INDS 115- Learning Communities Seminar, and Geology 100.

• **Staff:**
  ▪ UTAP Dean: Richard Fee
  ▪ UTAP Coordinator: Mary Forman
  ▪ UTAP Faculty: Michael Brydges, Jim Hormel, Kathleen High, Peggy Austin, Victoria Castle, Mary Forman
  ▪ UTAP Aide: Cinthyia Hernandez (workstudy student)
  ▪ UTAP Study Group Leader: Cynthia Arenas (volunteer)

• **Services:**
  ▪ Program orientation
  ▪ Registration workshop
  ▪ College orientation and campus tour
  ▪ Weekly study groups
  ▪ Writing workshops
  ▪ CSFI testing
  ▪ Individualized academic, personal, and career counseling
  ▪ Intrusive advising/early alert
  ▪ Peer mentors
  ▪ Field trips to other college campuses
  ▪ Co-curricular activities

**III. Recent Trends and Current Status**

• **What defines your cohort? How do you identify your students?**
  A cohort is comprised of students who enroll in the Fall semester UTAP classes and commit to engage in the program activities.

• **What criteria are used to define a "program participant?" Please state it clearly.**
  A program participant is a student who remains actively enrolled in all the UTAP classes.

• **How many students has your program served over the past three years?**
  The program serves 30 students per year. In the past 3 years, we have served 90 students. As we have a closed cohort, our cohort data is fairly straightforward.
- How can you best represent this data so the reader can have a clear understanding of how many participants have been served by your program?

The data in regards to the numbers of students served by UTAP is fairly straightforward. The data should also reflect the number of faculty participants who have been served by the program. UTAP offers a significant staff development component that is unique to the campus. Faculty who work in the UTAP Learning Community gain a heightened awareness of the issues facing at-risk students and the strategies which can help these students to succeed. Faculty members go on to utilize these strategies in their other classes. To date, 16 faculty members have been a part of the UTAP Learning Community.

- How clearly does your data support the stated mission/purpose of your special program?

Currently the comparison group is defined by students who are enrolled in English 60 and Counseling 150 in the fall semester; however students outside of UTAP who test into English 60 and self-select to enroll into Counseling 150 already recognize the need for academic support. Therefore, this comparison group does not accurately reflect the type of student who is targeted for inclusion in this program.

A more accurate comparison would be to compare the success and progression rates of UTAP students with all English 60 students in the fall semester who are not participating in a Special Program. In 2010-2011, 40% of students college-wide completed the two course sequence. 13 of 30 UTAP students (43%) completed both courses as did 21 of 41 students (51%) in the comparison group. This progression rate is low for UTAP as a significant number of students decided not to continue in UTAP during the spring semester. For the 2009 cohort the rate was 53% (16 of 30). Despite the difficulties in the program during the 2010-2011 academic year, the Fall to Fall Persistence Rate compares favorably with the comparison group (80% vs 78%).

No hard data currently exists that indicates the ethnic diversity of the students in UTAP. Anecdotal evidence suggests that UTAP has a cohort that is typically 80% minority students.

### Cohort Data

<table>
<thead>
<tr>
<th></th>
<th>2010-11 UTAP Cohort</th>
<th>2010-11 Comp. Group*</th>
<th>2011-12 UTAP Cohort</th>
<th>2011-12 Comp. Group*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifiers</td>
<td>30</td>
<td>41</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Fall – COUN 150 Success Rates</td>
<td>60.0% (30)</td>
<td>85.4% (41)</td>
<td>90.0% (30)</td>
<td>80.0% (20)</td>
</tr>
<tr>
<td>Fall – COUN 150 Retention Rates</td>
<td>93.3% (30)</td>
<td>95.1% (41)</td>
<td>96.7% (30)</td>
<td>90.0% (20)</td>
</tr>
<tr>
<td>Fall – ENGL 60 Success Rates</td>
<td>73.3% (30)</td>
<td>82.9% (41)</td>
<td>96.7% (30)</td>
<td>85.0% (20)</td>
</tr>
<tr>
<td>Fall – ENGL 60 Retention Rates</td>
<td>90.0% (30)</td>
<td>92.7% (41)</td>
<td>96.7% (30)</td>
<td>95.0% (20)</td>
</tr>
<tr>
<td>Fall – THEA 120 Success Rates</td>
<td>96.7% (30)</td>
<td>- (0)</td>
<td>- (0)</td>
<td></td>
</tr>
<tr>
<td>Fall – THEA 120 Retention Rates</td>
<td>96.7% (30)</td>
<td>- (0)</td>
<td>- (0)</td>
<td></td>
</tr>
<tr>
<td>Spring – COMM 100 Success Rates</td>
<td>81.3% (16)</td>
<td>50.0% (2)</td>
<td>- (0)</td>
<td></td>
</tr>
</tbody>
</table>
### Spring – COMM 100 Retention Rates
81.3% (16) 100.0% (2)

### Spring – ENGL 100 Success Rates
81.3% (16) 77.8% (27)

### Spring – ENGL 100 Retention Rates
81.3% (16) 88.9% (27)

### Spring – GEOL 100 Success Rates

### Spring – GEOL 100 Retention Rates

### Spring – INDS 115 Success Rates

### Spring – INDS 115 Retention Rates

### Spring – INDS 298 Success Rates
83.3% (18)

### Spring – INDS 298 Retention Rates
83.3% (18)

### Spring – LIB 100 Success Rates
87.5% (16) 100.0 (1)

### Spring – LIB 100 Retention Rates
93.8% (16) 100.0% (1)

### Fall to Spring Persistence
96.7% (30) 92.7% (41) 96.7% (30) 95.0% (20)

### Fall to Fall Persistence
80.0% (30) 78.1% (41)

*non-special program students enrolled in both COUN 150 & ENGL 60 during the fall semester

### IV. Student Learning Outcomes

Insert your program SLO(s) here. All the defined outcomes should be listed. Action plans/matrix and collateral SLO materials should be kept by the program coordinator and should be available upon request in case the status of an SLO is questioned. All SLOs should be entered in TracDat.

(Please see attached table in appendix III. UTAP Student Learning Outcomes).

### V. Factors Expected to Affect the Future Program/Service

In this section, describe how the following elements will impact your program/serve into the future. It is recommended that your factors take into consideration strategic planning, EMP, or SSMP initiatives that have been identified by the college. This document is an important link to help identify future needs that may arise. Since budget and planning are linked at Cypress College, you should carefully consider each factor and the implications it has on the success of the students in your program and ability for the program to fulfill the stated mission.

The goals of UTAP are directly related to:

- The Strategic Plan- District Strategic Direction 1- Goals 1-3; Direction 2- Goals 1-3; and Direction 3- Goals 1-3. Master Plan.
- The Educational Master Plan as eight departments have identified the desire to explore using learning communities as a way to address student retention and success rates.
- The Student Services Master Plan, which advocates increasing the number of Counseling
150 classes offered, increased development of SEPs, mandatory student orientations, and use of faculty for intrusive advising to connect students to Student Services resources.

A. Faculty/Staff

Faculty is always a concern for UTAP particularly since we must rely on the use of a part-time counselor. Funding could be cut for this position or our counselor could find employment elsewhere. Therefore, we are always at risk of losing our counselor. This lack of continuity could have a negative impact on the program since counseling is one of the key components of UTAP. This would also decrease UTAP’s ability to meet its program goals and the goals of District Strategic Direction 2 to “make progress toward eliminating the documented achievement gap among race/ethnicity groups.”

With the elimination of the Learning Communities Coordinator, the growth potential for UTAP and for other learning communities like it has been constrained. The Learning Communities Coordinator recruited and facilitated faculty matches, provided essential formation training for teams, coordinated program activities, facilitated workshops and meetings for learning community faculty, represented learning communities in campus dialogues, and coordinated outreach to area feeder schools. Although in the Educational Master Plan, nine departments indicated a desire to explore learning communities as a way to address the challenges of low success and retention, the infrastructure to easily facilitate this is no longer in place.

B. Facilities

UTAP lacks the dedicated space that would make it easy to plan program activities, offer increased student support such as faculty-lead small group workshops, peer tutoring, study groups, and computer access. Faculty have no dedicated space to conduct learning community workshops or meetings. This limits both student and staff development potential as well as community building and intrusive counseling opportunities.

When UTAP was first initiated, the program was housed in a former classroom in the business building. The room was large enough to accommodate a six foot table, two work stations with 4 computers, a desk for a student aide, and a desk for both the program coordinator and the program counselor. This arrangement enhanced student-to-student contact, student-to-faculty contact, and faculty-to-faculty contact. Faculty meetings, peer mentoring and tutoring, writing workshops, individualized computer software tutorials, and club meeting were all help in this area. This dedicated space allowed everyone concerned with the program to work together more effectively.

C. Technology

With the loss of the only open computer lab on campus in the Fall of 2012, UTAP no longer has a venue in which to bring students for training in the use of Word software or for training in media literary skills. Since at-risk students are less likely to have access to technology, this has impacted our ability to level the playing field for our students.

D. Fiscal Resources

- How is your program funded?

UTAP receives a yearly allocation of $25,500 that was institutionalized at the conclusion of a Title V Grant. The bulk of the budget goes to personnel costs, including a Program Coordinator and counseling support. The remainder is allocated for the costs of printing
promotional and recruitment material. The allocated budget is insufficient for the program needs and is supplemented from the SEM Division office budget when necessary.

- **Specifically provide a breakdown of costs associated with the administration of your program (see example below as a framework):**

### Staff Salaries and Revenue (2011/12)

<table>
<thead>
<tr>
<th>Staff (2011/12)</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Coordinator (50% reassign for adjunct backfill)</td>
<td>$15,400</td>
</tr>
<tr>
<td>Counselor (Adjunct)</td>
<td>$9,600</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$25,000</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revenue (2011/12)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocated Supply Funds</td>
<td>$500</td>
</tr>
<tr>
<td>Augmentation from SEM Office Budget</td>
<td>$650</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$1,150</strong></td>
</tr>
</tbody>
</table>

### E. Curriculum

- **Describe your curriculum offered. What courses do you offer and when? Provide course title(s) and unit values where applicable. See example below.**

#### Curriculum Format

<table>
<thead>
<tr>
<th>Fall 2011</th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 60 (3 units)</td>
<td>ENGLISH 100 (3 units)</td>
</tr>
<tr>
<td>COUNSELING 150 (3 units)</td>
<td>COMMUNICATIONS 100 (3 units)</td>
</tr>
<tr>
<td>THEATER 120 (3 units)</td>
<td>GEOLOGY 100 (3 units)</td>
</tr>
<tr>
<td></td>
<td>LIBRARY 100 (1 units)</td>
</tr>
<tr>
<td></td>
<td>INTERDISCIPLINARY STUDIES 115 (1 unit)</td>
</tr>
</tbody>
</table>
F. Methods of Instruction

- How does instruction occur for your students? Describe the specific instructional methods used in your program (e.g. lecture, PowerPoint, internships, portfolio, etc.)

**Instructional methods**: Lecture, Powerpoint, Collaborative activities, Discussion, Demonstration, Debate, Web-Quest, Manipulatives, Modeling, Fieldwork

**Assessment methods**: Portfolio, Presentations, Exams, Performances, Written assignments (essays, research papers, blog responses, etc.)

Because UTAP courses are interdisciplinary, they utilize a wide variety of instructional and assessment methods. Working collaboratively, UTAP faculty design linked assignments that draw on and highlight interdisciplinary perspectives and skills. The UTAP Portfolio, for example, contains materials created by linked assignments which are assessed utilizing shared rubrics. In this way, UTAP students are encouraged to make interdisciplinary connections and to utilize interdisciplinary skills.

VI. Projections and Plans for the Future

*What will your program look like in the future at Cypress? What will the demand be? Can you identify future challenges and opportunities?*

The demand by students for support programs such as UTAP is very high. However, UTAP itself, comprised of 20 units of instruction for the first year student, is not a good fit for all incoming freshman. UTAP will continue to serve its target population and examine the possibility of increasing its scale. The costs associated with expansion would include direct costs associated with counseling support (approximately $300 per student per year) plus opportunity costs associated with linking additional counseling classes to the program. The counseling class (COUN 150 – Academic and Life Success) is integral to helping students develop college and life skills necessary for transfer success.

There is also a potential for the development of new learning communities based on the First Year Experience (FYE) model. Such learning communities would continue to strengthen interdisciplinary as well as interdepartmental ties, working closely with Student Services to make sure that students will get connected to the support and resources that they need. However, developing these learning communities will require infrastructure support to train faculty and coordinate curriculum.

A second important consideration is the need to develop a plan for accurately assessing the impact of these programs on student success. Cohort demographics vary from year to year depending on a variety of circumstances; however, comparison groups are currently selected based on similar enrollment patterns and not based on similar demographic groups. Assessments designed to measure students’ knowledge of campus support and resource utilization are being developed. Ongoing dialogues between the Office of Institutional Research and faculty members in Special Programs are necessary to improve our assessment of effectiveness.

UTAP actively assesses program strengths and weaknesses on a yearly basis. At the conclusion of each year, faculty review the program data and make an action plan to address areas of concern. The action plan for 2011-2012 focuses on these areas of concern:
<table>
<thead>
<tr>
<th>Issue of concern</th>
<th>Action plan (modifications to the program)</th>
</tr>
</thead>
</table>
| 1. low retention rates in the program from the Fall semester to Spring semester | 1. instituted personal interviews with all incoming students to make sure the program was a “good fit” for their academic goals  

2. revised program application and contract to more clearly identify program expectations  

3. required mandatory attendance at orientation and kickoff  

4. increased community building activities |
| 2. lack of academic success                                                      | 1. required mandatory attendance at weekly a study group  

2. provided SI training for Peer Mentor study group leaders  

3. revised Early Alert system  

4. increased intrusive advising  

5. shifted Geology class from first semester to second semester and tied study skills into interdisciplinary curriculum for this class  

6. utilized new Title V Study Skills website  

7. offered small group workshops to address grammar, writing, and study skills needs |
| 3. need for accurate research data to guide program development and planning     | 1. developed a pre and post survey to measure student’s knowledge and utilization of student services and campus resources  

2. instituted more frequent ongoing assessments to gage student satisfaction and needs  

3. investigating methods for data collection that more accurately reflect program success |

Because of budgetary restraints, UTAP has already lost many of the resources which were available to the program when it originated:  

- Learning Community Coordinator  
- Faculty Stipends  
- Learning Community Faculty Training Program  
- Peer Mentor Program  
- Peer Assisted Learning (PAL) tutors and SI Study Groups  
- Activity Budget  
- Supply budget  
- UTAP central office

Despite these reductions, over the last eight years UTAP has continued to fulfill its mission, not only serving students but also working as a primary staff development and community building opportunity for over sixteen faculty members.
II. Glossary
Our cohort is comprised of at-risk students who have a desire to transfer on to four-year colleges and universities. Our students are identified primarily by their placement into developmental-level English.

Students meet one or more of the following criteria for being “at risk:”
- Developmental level- students assess into English 60 level on placement test
- First generation college student- indicated on program application
- Receiving financial aid- indicated on program application
- Minority status- indicated on program application
- First year freshman- indicated on program application

II. Recruitment
UTAP is always exploring new ways to recruit students into the program. This semester, for example, we did a “telephone blitz” where the current UTAP student volunteers called prospective UTAP students from Senior Day and personally invited them to our recent information session. The result of this was that we had one of the largest information sessions to date.

On campus recruitment:
- UTAP actively recruits students on campus by:
  - visiting English 58 classes
  - advertising in various college publications (class schedule, catalog, website, etc.)
  - staffing information tables at campus functions (Senior Day, Parent Night, etc.)
  - placing posters and flyers around campus
  - meeting with high school counselors during Senior Day and Counselor Breakfast
  - presenting the program during college orientations
  - presenting the program to campus departments, divisions, and committees
  - attaching flyers to assessment results for students who place in English 60
  - holding information sessions

Off campus recruitment:
- UTAP actively recruits students off campus by:
  - emailing flyers to high school counselors and English teachers
  - emailing information to high school seniors
  - telephoning students who indicate an interest in UTAP on Senior Day
  - telephoning incoming freshman who place into English 60
  - presenting to groups (civic clubs, high school classrooms, etc.)

UTAP peer mentors and current students support this recruitment effort by passing out flyers, speaking to prospective students, calling students to invite them to information sessions, presenting at information sessions, visiting English 58 classrooms, and referring friends