

President's Award Nomination Application:
Excellence & Innovation in Teaching and Learning through Outcomes Assessment



Title of Entry:
Navigating the Road to Transfer Success: Northern California University Tours

Nominee: Transfer Center, Student Services Division

Proposed Award Categories:
Transfer Preparation & Academic and Student Support

People Associated with the Nomination:
Lupita De La Cruz, Alana Bachor, Jesse Lopez & Elmer Rodriguez

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"Thank you to all the Counselors and Transfer Specialists that made this happen; y'all are wonderful and are changing lives. You guys are making the Mt. SAC experience a great one for many students, including myself, with all that you do. I can really tell that you all genuinely care about the students, and someone who cares is always appreciated in my book. I hope many of the other students feel the same. I am truly grateful for getting this opportunity and now I look forward to possibly returning to one of those campuses and then coming back to Mt. SAC to let y'all know all about it!"

-Northern California University Tours, 2018 Participant

"Again, I cannot thank you all enough for this opportunity. Prior to this trip, I've felt incredibly lost in the transfer process and in the overwhelming amount of decisions needed to be made, while simultaneously feeling trapped in the major I've been working on. This trip has offered real guidance, insight, and open options I thought were closed. Thank you!"

-Northern California University Tours, 2019 Participant

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Navigating the Road to Transfer Success

The Northern California University Tours (NCT) is an annual three-day and two-night trip coordinated by the Transfer Center during the fall semester to provide students exposure to out of the area transfer options. This trip serves an average of 45 students each year. Campuses visited include: San Francisco State University, UC Berkeley, UC Davis, and UC Santa Cruz with overnight stays in the San Francisco area. Program activities include Transfer Talks, UC Personal Insight Question (PIQ) review, general campus tours, admissions presentations, alumni panels, and personal time for students at each campus to visit specific academic departments of interest, specialized student programs, or to explore the surrounding area of the campus. For a sample of scheduled activities, the NCT 2019 itinerary has been included in the attachments section.

In order to participate in this trip, students must apply and be selected. The Transfer Center receives an average of 120 applications each year. In fall 2019, 144 students applied, but only 46 students were able to participate based on availability of funds and bus capacity. Students must participate in a pre-trip NCT orientation where they learn about the expectations for the trip, itinerary, etc. Starting fall 2019, this orientation now includes a Transfer 101 presentation that reviews the basics of the transfer process (e.g. general admissions requirements, admissions application deadlines, transfer admission guarantee programs, financial aid opportunities, etc.) as well as a bonding activity with all the chaperones.

Overnight lodging accommodations for this trip are made available to students through Associated Students (AS) funds. Transportation cost is covered through funds provided by the Student Services office. For the last three years, meals have been provided to students through student equity funds, and those funds have been increased in the last two years to provide uniforms (warm sweaters) for students. NCT advertising costs are covered by the Transfer Center. Additional support comes from faculty and staff in terms of their service as chaperones on the trips. The coordination of all the tour activities is done by the lead Transfer Specialist.



**Geovanna
Castillo**



**First-Generation
College Student**

UC Davis Class of 2021

**B.A. Psychology;
B.A. Chicanx Studies;
Minor: Education**

Mountie Transfer Alumni Spotlight

“If it was not for the North Cal trip, I wouldn't have had the opportunity to visit UC Davis. I would have missed out on this great opportunity that I am experiencing. This trip really solidified and narrowed down the campus I wanted to attend and made transferring less hectic! I definitely vouch for continuing this amazing opportunity because not many students are fortunate enough to visit North Cal or expand their options because of limitations. This definitely allows students to expand their options and get to feel if the campus is right for them before they transfer. I believe this North Cal trip is essential for many students. Now as an alumni volunteer, this past North Cal tour really helped me narrow down my future career goal. It allowed me to also share my experience with other students and make them feel more comfortable with their decision. I remember when I toured the campus; we didn't have as many Mt. SAC alumni. There was only one. This past year we had more than 5, and that is because we were able to attend this opportunity.”

Part I: Evidence of Outcomes Assessment Work

Using a student equity lens in support of Mt. SAC's Strategic Plan Goal 5: Ensure Access, Equity & Completion, in fall 2017, the annual Northern California University Tours were restructured aiming to increase diversity and participation of students who fall in the student equity gap in transfer rates at Mt. SAC (e.g. first-generation, low-income, Latinx, etc.). Towards that goal, (1) clear student-learning outcomes were developed, (2) application and selection criteria were revamped, and (3) student equity funds were requested and received in order to *remove any financial barriers to explore transfer options, develop a sense of belonging in higher education and support student persistence through the transfer process*. Given that the current availability of funds allows for only one of these trips to take place annually, transfer readiness is part of the selection criteria. This is done to prioritize the participation of students who will be applying for transfer admission that year in order to meet the need for students to make informed decisions about their options. Transfer readiness holds a third of the weight in the selection process. The other two thirds are based on students' narratives. Applicants must provide responses that discuss the challenges and hardships faced in their pursuit of higher education. Similarly, they are asked to articulate how this trip would impact their educational experience and ultimately their transfer journey. This results in a diverse cohort of students at different stages of the transfer application process. Detailed student demographics and program outcomes can be found in the NCT 2018 and 2019 reports in the attachments section. Prior to fall 2017, the trip only covered lodging expenses through AS funds. Beginning fall 2017, student equity funds have been requested every subsequent year to cover meal costs and eventually sweaters for students who may not afford to cover those additional expenses of a trip of this kind.

Exemplary Outcomes Statements

In order to be intentional about the new structure of the program, clear student learning outcomes were developed to guide the activity schedule based on the needs of the student populations being served. Similarly, the annual survey was restructured to assess program effectiveness and improve the curriculum every year as needed. Upon returning from the trip, students are emailed a survey to rate their experience with the trip and assess the impact it had in their transfer journey. The questions in the survey are formulated to yield both quantitative and qualitative data to assess the following outcomes. The NCT 2018 and 2019 reports are provided in the attachments section for a full review of each outcome.

SLO#1: Remove financial barriers to explore transfer options. This is both a program and student learning outcome as it aims to provide opportunities for Mt. SAC students to tour distant campuses first-hand while removing the financial barrier that this may pose for them. Therefore, covering all the costs of the trip (transportation, meals, and lodging) allows low-income students, who most likely would not be able to afford to

tour these campuses themselves, to become aware of and consider all options available to them and view them as viable paths. In fact, this is a theme highlighted in the narratives of the Mountie Transfer Alumni Spotlight sections of this document. In order to assess this outcome, the survey asks students to state whether they would be able to afford this trip on their own and to provide explanations to their answers. Forty-one (95.3%) of the students responded no. The following statements from recent participants attest to the positive impact of this outcome:

"I would have never been able to afford this trip on my own, but I am grateful for having this opportunity because I never understood the importance of visiting university campuses till, I was actually here" (NCT 2018 Participant)

"Really influential. It gave me a different outlook on going to school further away from home. Before, I would not even consider going too far away. Now that I explored all my curiosity in a new world and relinquished my doubts, I would definitely take the chance to go have a different experience away from home if I get accepted to one of the colleges. [...]" (NCT 2018 Participant)

"I really pushed myself to make this trip happen for myself after I got accepted into it. I made sure to ask for days off at both by jobs, work extra hours the week before, and even used sick pay for the days I was gone. I also made sure to do my homework prior to leaving. I knew that if I didn't go on this trip where hotel, meals, and transportation were paid, I would most likely not be able to afford to do a trip on my own. Also, with college applications and my date of transfer coming soon, I knew I had to save up to move out in the first place and visiting these campuses would be out of the question on my own." (NCT 2019 Participant)

"Thank you to whomever approves this trip; it meant a lot to me, and possibly changed the course of my career" (NCT 2019 Participant)

SLO#2: Develop a sense of belonging in higher education. This student learning outcome aims to empower students to see themselves not only in institutions of higher education but also in selective schools that they might have not otherwise seen themselves in. Accordingly, this outcome aims to develop a support network among Mounties that will allow them to support and encourage each other through their transfer process. To accomplish this goal, students were given sweaters that depicted the NCT logo, which played an important role in developing a sense of unity and community among participants. Furthermore, Mountie Transfer Alumni panels were implemented at each university. This way, current Mounties could see themselves as future transfer scholars on those campuses and utilize the alumni as sources of information to navigate the transfer experience. In fall 2019, this SLO was emphasized when forty-two (97.7%) of the survey respondents were able to identify at least one campus as a good fit for them and forty-one (95.3%) of the students indicated seeing themselves at least one of the institutions visited. The two (4.7%) of the other respondents indicated that they were unsure. Additionally, students were asked to reflect on the importance of getting a sweater and provide feedback regarding the Mt. SAC alumni panels. Thirty-nine (90.7%) of the students reported that the sweater was important to them, indicating that it projected a sense of belonging and unity among the group. Additionally, results of the Likert scale used to rate each campus alumni panel is included in the NCT 2018 and 2019 reports. Student comments regarding this topic highlighted the meaningful friendships developed, which include the following:

"It made me know that my story is important and I will be someone one day. It's a testimony that I came this far and that I have a whole team of amazing people who are able to help me. It's something that I can always look at and remind me that I can do it and never give up" (NCT 2018 Participant)



Daniel Garcia



First-Generation College Graduate

UC Santa Cruz Class of 2020

B.A. Politics, Latin American and Latino Studies

Mountie Transfer Alumni Spotlight

“As a Mt. SAC student, the tour helped me tremendously in exploring universities that I did not even know existed or ever thought about attending. It provided me with essential information in transferring procedures and it opened up a world of opportunities by seeing how other Mt. SAC students were able to attend and thrive at the institution. As an Alumni volunteer, I wanted to be supportive of this initiative because I wanted my peers to see how amazing my university is, so I served as a tour guide for the last two years. I loved sharing my experience with my Mt. SAC students because I was the first undocumented student to attend my university, UC Santa Cruz in about 5 years, and my journey has led to others also exploring this amazing university and we are creating a pathway for students. It has taught me that I have an incredible network of support at Mt. SAC and that I will always be here for my fellow Mounties.”

"I guess receiving a sweatshirt meant we participated in something more than a trip to view campuses. Anyone can just view college campuses and go on with their day, but the trip was a bonding experience that helped me connect with other students who I didn't know were in the same situation as me and helps you find a community I didn't even know existed at Mt. SAC. [...] I just feel like receiving it was as staple in what the trip meant, and I feel grateful for receiving it" (NCT 2019 Participant)

"[...] seeing those on the panel really gave hope to being able to transfer there as well. Seeing someone who was in our place once and is now where they are is really reassuring [...]" (NCT 2019 Participant)

SLO#3: Support student persistence through the transfer process. This student learning outcome refers to increasing transfer awareness of participants. Most importantly, efforts are geared towards helping students stay on their transfer path, clarifying it and making it a less intimidating one. Towards that goal, a Transfer 101 presentation is part of the pre-trip orientation and information session. The goal is to ensure that every participant understands the basics of the transfer process prior to participating in the trip, where they will receive more advanced transfer information. Transfer talks are also implemented during the bus ride or at the end of each day during the trip by offering open office hours at the hotel for students to walk in and ask any transfer questions. In the survey, students were asked to rate the helpfulness of the Transfer 101 presentation and reflect on their learning experience. Thirty-eight (90%) of them indicated that the Transfer 101 presentation was helpful and contributed to their transfer awareness. Fall 2019 NCT participants highlighted the following about their overall takeaways from the presentation and the trip:

"I didn't know about TAG before this presentation, so I tagged UC Davis later that day."

"I thought I was well informed about the transfer process, but it gave me information I didn't know about such as the Blue and Gold plan."

"Prior to this trip, I've felt incredibly lost in the transfer process and in the overwhelming amount of decisions needed to be made, while simultaneously feeling trapped in the major I've been working on. This trip has offered real guidance, insight, and open options I thought were closed."

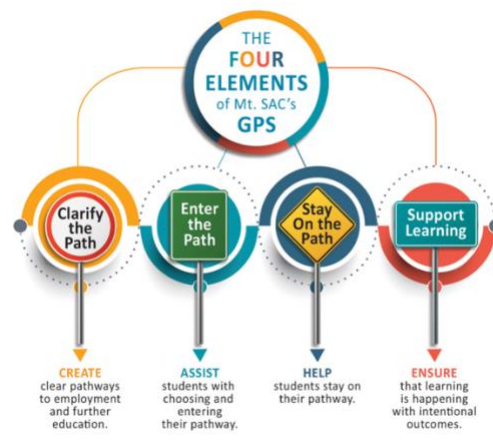
"Overall, the trip was really enriching and is something I really recommend for others to partake in at one point before they transfer. Many who haven't gone out of SoCal don't know how different and beautiful NorCal is and would usually never consider campuses so far from us. This trip really expanded my options and considerations when applying to transfer."

"I honestly was so confused about the whole transfer process and attending this clarified all my questions. It made me so excited to transfer."

Overall, the NCT 2018 and 2019 reports highlighted the impressive qualitative responses of students regarding their experience on this trip. Their feedback demonstrated a high need to continue funding and providing opportunities like this one. The goal of the trip was not only to increase students' transfer awareness but also to validate their experiences, empower them to continue their higher education, and build a sense of community among participants in order to promote their college persistence and retention. This was done with Rendon's (1994) validation theory in mind, which asserts that diverse students need affirmation through a process that enables, confirms and supports their academic and interpersonal growth in and out of the classroom. Such conditions will increase student's self-worth and evoke a feeling of being capable to learn and succeed academically. Similarly, Tinto's (1993) theory of student retention states that the more students feel socially and intellectually integrated to the institution, the more likely they will persist in that environment. The NCT reports demonstrated an alignment between the outcomes and these theoretical frameworks. As a result, the same approach has been used when implementing this trip annually with the adjustments necessary and recommended by each cohort to enhance the student experience. Therefore, the impact that this trip has had on previous participants has been critical in helping them identify a transfer institution, allowing them to see themselves in those campuses, and seeing transferring to out-of-the-area schools as a viable option. This program has particularly benefited students who fall in the equity gap such as low-income, first-generation, and other underrepresented students. For instance, in fall 2018, thirty-two (84%) of participants were first-generation college students and in fall 2019, there were thirty-six (83.7%). Those students were also mainly from low-income, undocumented, and minority ethnic backgrounds.

Alignment of Outcomes

Mt. SAC's Transfer Center functions to increase knowledge of transfer requirements, deadlines, and expectations; cultivate a transfer culture within the Mt. SAC community; work to close the equity gap in the transfer process; build strong networks with universities to facilitate bonds between students and transfer campuses; and collaborate with relevant functional areas in student services and academic departments. The Northern California University Tours program aligns with the functions of the Transfer Center and Mt. SAC's 4 elements of GPS. Although the transfer process is considered a culminating event, there are many components to transferring that need to be embedded at every stage of the 4 elements. Specifically, students need to be motivated with the drive and desire to pursue institutions that may not be on their radar. Students may believe that many of these colleges are out of reach, especially for individuals who are first-generation college students. This tour is an intentional activity that aims to bridge the equity gap between many marginalized populations. These include, but are not limited to: undocumented students, students of color, parenting students, foster youth, students with disabilities, students identifying as LGBTQI, and returning students among others. Each pillar is a representative outcome of the trip and is described below.



Mountie Transfer Alumni Spotlight



Briseida Lopez-Gonzalez

**First-Generation
College Student**

UC Santa Cruz Class of 2021

**B.A. Sociology;
B.A. Legal Studies**



“Sometimes seeing other students like ourselves (like from Mt. SAC) could give us a little bit more courage to go far from home. What encouraged me to support this initiative as an alumni was seeing myself in their shoes again. As an undocumented student, 1st generation, with low-income background, I never thought I would ever be able to attend a UC or even live 6 hours away from home, but I did it and I would like to share that with other students. I am proud of being a transfer student and seeing other transfers from Mt. SAC makes me excited to share a small part of my journey with them. I'd also like to encourage students to not give up on their vision because we are all capable of doing amazing things and meeting our goals.”

1. Clarify the path. Students are exposed to a variety of majors and careers as they visit multiple Northern California Campuses. They are exposed in an intentional way by having former Mt. SAC students (representative of the student populations listed above) on various panels sharing their transfer experience. These experiences provided students with content knowledge to help clarify their goals but also with representation, which allows students to have a clearer idea regarding possible transfer destinations.

2. Enter the path. As students enroll at Mt. SAC, they are asked about their goals, major and possible career pathways. Students need to have early intervention and exploration so that they feel ready and comfortable to “enter a path” that aligns to their values, goals, and life circumstances. Counselors and transfer specialists work with students both during and after the trip to ensure that students have a path to follow and clear goals to achieve. For example, participants are contacted by the Counseling Department and Transfer Center upon returning from the trip in order to schedule follow-up counseling and transfer advising appointments with the Counseling Faculty and Transfer Specialists who participated in the trip. The goal of the counseling and advising meetings is to develop a transfer action plan after doing a transfer readiness assessment.

3. Stay on the path. As educators, we know that there are various reasons why students fall off the path. This trip is centered on student development theory and aims to address several reasons for attrition, especially for marginalized populations.

Involvement. We know that the more a student is involved on campus, the more likely they are to be retained and successfully graduate/transfer.

Mattering/ethic of care. We build strong relationships with our students during the trip as we focus on both personal and educational issues. This leads to stronger and more effective mentorship when we come back to campus and through the transfer process.

Social capital. We are intentional in our application process to ensure that we close the equity gap for marginalized populations. Many of our students are the first in their family to attend college and this trip fills in the “gaps” by allowing them to experience university campuses, their dorms and academic rigor. These students gain a strong understanding of current student experiences along with requirements to attend and succeed at the specific institution. Lastly, they begin to grow a larger network at various institutions by connecting with current students and staff in a multitude of programs.

4. Support learning. This is crucial throughout the trip and especially after. The trip serves as a way for students to gain personal experience at the college campus, which allows them to envision themselves there in the future. These students learn the subtleties of college life and expectations from a relatable panel of transfer students (many Mounties represented). They learn how to refine personal statements, gain details about majors/graduate schools, and build a peer to peer connection that supports their learning even after the trip. These students come back to campus with a new found motivation for transfer and a belief in their self-efficacy. As the trip progresses and we return to campus, students become excited because transferring (especially to a UC) starts to become more of a realistic possibility. Once they believe in their dreams, we can help them get there!

Sustainable Outcomes Assessment Plans

While the Northern California University Tours has always had a post-trip survey, it was until 2018 that this survey was revamped and became an intentional outcomes assessment plan that reflected the new structure and student learning outcomes in order to align with the GPS guidelines. It has been implemented for the last two years and continues to be evaluated and updated each year. Upon completion of the trip, students are sent a post-trip survey where they can share their experiences with the trip. The survey gathers student demographic information regarding their ethnic background, gender, age group, and different identities whether it is being a first-generation college student, low income, undocumented, former foster youth, etc. Their transfer awareness is also assessed regarding their knowledge about the transfer process, ability to identify their transfer options and see themselves at the institutions visited. Moreover, students are asked to evaluate the program content and trip organization by rating the tours, presentations, panels, publicity, the pre-trip orientation and the length of the trip. Students are given several opportunities to provide explanations to their answers. In this way, the outcomes assessment provides both quantitative and qualitative data. Such data has been used to analyze the impact that this program has on students and the ways that it can be enhanced every year as each cohort is very unique and comes with diverse needs. Programming then is adjusted accordingly to continue to evolve. The evolution of the assessment review and collaboration with chaperones over the three years are outlined below.

Northern California University Tours 2017. (Chaperones: Ivan Pena [Lead], Lupita De La Cruz [co-lead], Alana Bachor, and Jesse Lopez). This was the first year that student equity funds were requested to provide meals to students. A post-trip survey was sent to students to evaluate the program content and trip organization by rating the tours, presentations, panels, publicity, the pre-trip orientation and the length of the trip. No formal student learning outcomes were assessed this year. Nonetheless, one of the participants submitted a “thank you” card for the chaperones to provide a testament to her experience and what she believed was the experience of most students in the trip. This prompted us to begin assessing the personal impact that this trip has on students. Receiving the “thank you” card from Cindy Mendez Moreno, NCT 2017 participant, whose profile is highlighted in the attachments section, was a major shifting point in the transformation of this program. It allowed us to reflect on the greater impact that a “free” university trip has on undocumented, first-generation, low-income college students like her. In her letter, she mentions how the trip allowed her to see herself at UC Berkeley and work towards accomplishing that goal. She is now at UCB and will be graduating in 2021. Her letter reassured the Transfer Center staff that continuing to request student equity funds was pivotal. It then resulted in the intentionality of the Transfer Center to not only develop stronger student learning outcomes but also a clear and sustainable assessment plan moving forward.

Northern California University Tours 2018. (Chaperones: Lupita De La Cruz [Lead], Alana Bachor, Daisy Basurto, Jesse Lopez, and Elmer Rodriguez). During this year, student equity funds were requested again with an additional request for sweaters in order to align with the restructure of the trip. Given that the vast majority of NCT participants would come from low-income backgrounds, it was imperative to cover all the basic physiological needs (food, shelter, and warmth) of those students in order for them to get the most out of this experience and not let obstacles such as food and housing insecurity get in the way of their learning experience.

Mountie Transfer Alumni Spotlight



**Rogelio
Medrano**

**First-Generation
College Graduate**

UC Berkeley Class of 2019

**B.A. Sociology;
Minor: Education**

“ Although I was unable to be selected as a participant for the NorCal trip, I volunteered as a tour guide and arranged student panels for the students visiting from Mt. SAC because I understood the need for these students to also see themselves at institutions like UC Berkeley. With my experience volunteering as a tour guide and arranging student panels for the past 3 years, I have gained personal growth in reinforcing my passion for work in higher education.

It has allowed me to have professional growth as well as maintaining that connectedness to my Mt.SAC family that supported me as a student. Connecting with current students and

connecting with those that helped me while at Mt. SAC always grounds me to the work I want to do. Mt. SAC is a very special place to me because it allowed me to grow as a student, as a leader and helped me get to UC Berkeley, and I wanted to continue supporting and empowering other students with the same aspirations of transferring and obtaining their B.A. I think that Alumni facilitating tours, panels, and any other discussions for current Mt. SAC students allows those current students to see that it is possible for them to transfer to these universities, too. I think it also shows them that as Alumni we care about them and their future endeavors. It is important for Mt. SAC to empower their students to transfer and for those students to eventually empower other future transfers that are in the same place that they were once in.”

Therefore, the NCT 2018 survey aimed to assess the impact that those accommodations had on their experience. The following steps were taken:

- Chaperones met at the end of every day of the trip to review and discuss any schedule adjustments, share ideas for improvements, and review the current survey questions that would be given at the end of that trip to make sure that they reflected the student learning outcomes being assessed.
- Chaperones met after the trip to review the results of the student surveys and review the itinerary to brainstorm what worked and what did not for future trips. During this meeting, the chaperones agreed to provide open “office hours” during the next trip, where students could request to meet with a chaperone of their choice to discuss transfer requirements, or hear the chaperones’ transfer story.
- From the chaperones follow up meetings, the idea to include a personal statement review with a transfer specialist or counselor (chaperone) was added as a service while on the trip.
- The same chaperones were intentionally asked to attend the 2019 trip in order to have a point of comparison when seeing the changes being implemented as a result of the assessment.

Northern California University Tours 2019. (Chaperones: Lupita De La Cruz [Lead], Alana Bachor, Martin Gonzalez, Jesse Lopez, Elmer Rodriguez). Taking the NCT 2018 assessment results, the following steps were taken in 2019 to further revamp the assessment based on the new trip enhancements:

- Chaperones were contacted before the trip orientation and asked to introduce themselves, talk about their transfer story, lead an icebreaker, and help out for the whole time of the orientation. Chaperones and Trip Lead met after the orientation to review how the orientation went and future steps for the upcoming trip.
- Chaperones were asked to review the itinerary and encouraged to send feedback before it was sent to the students.

- Office hours were made available in the evenings of the trip, and students were encouraged to email any draft of their Personal Insight Question answers needed to apply to the UC campuses. Students were also given cards to write down any questions they had during the trip, something that was brought up during the review meeting of the 2018 trip.
- Chaperones met at the end of every day of the trip to review and discuss any schedule adjustments, share ideas for improvements, and review the current survey questions that would be given at the end of that trip to make sure that they reflected the student learning outcomes being assessed.
- Names and contact information of the chaperones were emailed to students along with the survey after the trip.
- Chaperones were given a question to reflect on their experience and knowledge gained from being on the trip.
- Chaperones met to review the 2019 surveys and share their reflections of the changes made to the program from 2018 to 2019. In seeing the data, chaperones discussed ways in which to grow the number of attendees for the trip.

This is what identifies the NCT as an innovative program because there is always something new being implemented each year as a result of outcomes assessment. Besides the surveys administered to the student participants after the trip, assessment review evolved to include collaboration efforts with Counseling Faculty (NCT chaperones) to ensure quality of service for future trips. Similarly, alumni were recently included in this assessment in order to provide a holistic understanding of the experiences from different stakeholders - current NCT participants, faculty involved, program coordinator, and alumni volunteers.

Ongoing and Meaningful Discussion of Outcomes

In order to continue to yield the successful results of the Northern California University Tours, engaging in ongoing and meaningful discussion of outcomes is imperative. Therefore, different stakeholders are included in this conversation. An annual NCT report was implemented in fall 2018 and provided to Student Services administrators thereafter to bring awareness of the impact of this trip and the importance of continuing to fund this type of activity. As a result, Dr. Audrey Yamagata-Noji, Vice President of Student Services, suggested (1) having continuous discussions with faculty involved with this trip and (2) to develop a database of Mt. SAC alumni contact information to utilize for future and empowering alumni panels. Following her advice, the Transfer Center has remained in constant communication with many transfer scholars at different institutions in order to nurture a strong relationship with them and to reach out for their support when needed. This has brought positive outcomes for both alumni and the Transfer Center. Mt. SAC alumni were asked to reflect on their experiences with this initiative. This group is composed of previous NCT participants and students who got involved with this initiative as volunteers (tour guides, panelists, etc.) whether or not they participated in this trip. Similarly, counseling faculty who have served as chaperones for this trip for at least two years were also asked to reflect on their experiences and how their participation in this program has impacted, or not, their practice as a student affairs professional. Ultimately, the combination of the feedback from current and past NCT student participants and the reflections from alumni volunteers and Counseling Faculty allowed the Transfer Center to reflect on their services and gather ideas for best practices moving forward with both local and Northern California university tours.

Alumni Reflections. These are presented in profile format in the Mountie Transfer Alumni Spotlight sections of this document, which are located at the top of every other page of this document. Overall, alumni emphasized how volunteering for this program as tour guides, panelists, program coordinators, and/or presenters has contributed to their personal and professional growth as well as their connectedness to Mt. SAC.



Mountie Transfer Alumni Spotlight

Prior to attending the North Cal Tour, I had not heard much from many of the institutions we visited, which is why I never considered them. Thanks to this trip, I was able to discover hidden gems such as UC Santa Cruz and UC Davis. Visiting the actual campuses made me realize what was important to me, which was housing guarantee, food security, and a friendly/homie environment. I was also able to learn about resources for undocumented people, visit the different undocumented student centers and use it as a guideline to compare resources from other campuses to make sure I was choosing the best campus for me. Before attending this trip, Berkeley was my "dream school" or so

did I thought. After actually visiting the campus, I realized that was not the school I wanted to spend the next two years of my education. After I came back from that trip, I did the best that I could to make sure more students new that the North Cal Trip was an amazing opportunity they should absolutely take advantage of. I mentioned it in every single campus tour I did and every presentation because it was such a game-changer for me and the people I was able to go with during that trip. I wish all Mt.SAC students could have the opportunity to be part of such a unique experience. Now, I am extremely happy to do my best in supporting all Mt. SAC students interested in coming to UCSC or other UC campuses because it is my way of thanking all the people that took the time to help me when I was going through the process of transferring and becoming more independent away from home. ”

**First-Generation
College Student**

**UC Santa Cruz
Class of 2021**

**B.A. Sociology,
Latin America and
Latino Studies**

They attributed their continued NCT involvement to a strong desire to give back to the community that supported them through their transfer journey. This in turn has motivated them to get involved at their new campus to become more knowledgeable about the resources available to transfer students and specialized student populations. During the trip, they are able to share this information with future Mountie transfers. Alumni now hold campus employment positions, are student interns and volunteers, and one of them is now a full-time professional at UC Davis.

“I think it is important to have Mountie Alumni lead these tours in some way because it makes the students feel validated and relate to the experiences of those at the university. It helps them envision themselves in that environment and provides a way for them to build connections with those who have gone through the same process when transferring. I support this initiative because that is how I felt when we toured the campuses, and I am sure that many students will have a similar experience.”
(Tatiana Orellana, NCT 2016 Participant)

“I was fortunate enough to be a NorCal tour guide the year after I had participated in that trip, and I can honestly say it was an amazing one. There was no better feeling than to show my fellow Mounties all the amazing resources UC Santa Cruz has to offer as well as share my experience as a first-generation undocumented student. I have always felt proud of being a Mt. SAC alumni, but somehow I felt even more proud to be able to help students like myself who are insecure about going away from home and who have so many questions about the process. It made me feel more connected to Mt. SAC to be able to see my mentors, the people who prepared me for UCSC and for them to see all the things I was able to accomplish with their help. I am extremely happy to do my best in supporting all Mt. SAC students interested in coming to UCSC or other UC campuses because it is my way of thanking all the people that took the time to help me when I was going through the process of transferring and becoming more independent away from home.” (Katherinne Mejia, NCT 2018 Participant)

Some of the NCT enhancement recommendations made by this group include (1) providing an alumni profiles booklet to NCT participants to review during the bus ride prior to getting to each campus in order to formulate targeted questions for the alumni panelists, (2) visiting during a busy school day so students get more exposure to student life, and (3) developing Mountie Alumni Networks (e.g. Mountie Bear Connect) for each campus where current Mt. SAC students interested in those campuses can connect with alumni. This would also

be a space for alumni to connect with other Mt. SAC transfers whom they might have not had a chance to meet before.

Faculty Reflections. In their narratives, faculty highlighted the different ways that participating in this trip impacted their practice as educators. As Counselors, the trip has provided an opportunity to learn and stay up to date with transfer admissions information. Their transfer knowledge has expanded from both the university and the transfer student perspective as a result of this experience. In terms of developing rapport with current Mt. SAC students on the trip, faculty reflected on the genuine and strong relationships made as a result of being outside of the academic environment and not being perceived as authority figures, but rather mentors and student supporters. In terms of the impact of this trip as it pertains to alumni, faculty described the trip as an educational experience that turns full circle. They discussed how the trip allows for continuous mentorship, which starts with empowering students to see themselves as transfer scholars, supporting them through the transfer process, reconnecting with them after they have transferred, and eventually celebrating their transfer completion success that culminates with their graduation from the university.

Alana Bachor, Counseling Faculty (3 years of involvement). “I first have to say that I think the value gained from my experience on this trip has been tremendous. As a counseling faculty member that did not have the experience of transfer, it has been extremely helpful and insightful to be a part of that process for our students. Besides gaining the logistical information I need as a Counselor (i.e. updated admission requirements, major class preparation, program updates, cost changes, application updates, etc.) over the years I have been able to see the results of what meticulous, thoughtful, and personal planning for a program like this can have in the lives of our students. It was during this past NCT trip (my third consecutive one) where it hit me as to how incredibly powerful and life changing this trip can be. (I always thought this, but when you *feel* it, it is a type of learning that changes your core.) The most spectacular “ah ha” moment came when I witnessed the power that our Mt. SAC alumni had in igniting a light for transfer aspirations within our students.

It was during our last day of the trip when the group visited UC Davis, the last university on the Northern California Tour. We arrived there late Saturday morning, traveling in a bus for two and a half hours, after two full days of touring. As we woke sleepy students up to guide them into the visitor center for their presentation, I could feel the excitement of the students, happy to be at another UC campus, especially one that was so far as Davis.

The presentation ended up not providing as much detailed information about the campus and resources as our students had expected, and many questions that our students asked went unanswered. Our students asked thoughtful questions about tutoring services, special programs, equity services, and housing information - all to no avail. As our students saw that the presenter did not have the answers to their questions, they stopped asking any and became visibly disengaged. They stayed respectful and did not get on their phones or talk, but one could feel the mood of the room change. It was as if the energy of the room fell completely flat, and it felt as if students were disappointed about the lack of information after their multiple day journey to the campus. The presentation ended up being about 15 minutes. The other chaperones and I looked at each other, as we had all felt this energy shift and the disengagement set in.

As we were sectioned off for the campus tour, I could feel my group go through the motions, asking questions here and there. After the hour, we all re-grouped, tired and ready to leave UC Davis. However, we had a student alumni panel session that Lupita had set up, just as she did with the other campuses. As we waited, I asked a group of three young women what they thought of UCD. One wrinkled her nose and said “I donno”. I asked them if they were planning on applying to the university, and they all said “probably not” and stated different reasons why. They looked visibly disengaged and ready to leave, just like all the other students.

Mountie Transfer Alumni Spotlight



First-Generation College Student

**San Francisco State University
Class of 2021**

B.A. Psychology

“When I went on the tour, I never imagined to fall in love with the SF State campus. After we visited all of them, I felt more connected to that campus than the other ones because it reminded me of Mt.SAC, where I made many great relationships. I wanted to transfer to an institution where I would feel safe and at home, and I was able to find that this was the institution for me thanks to the NorCal Tours. Without this tour, I probably would not have transferred here because I did not have the resources to go on a tour of these campuses on my own, and I know many students are in situations similar to mine. This is a great opportunity to expand the mountie family to other places

besides SoCal and allows students to envision themselves in places where they might have thought impossible. Mt.SAC has such a diverse community of students, but many of them do not have the opportunities to explore on their own so when the college provides these opportunities, it makes them feel appreciated and cared for. In fall 2019, I participated as an alumni panelist, and it definitely made me grow professionally. Before this panel, I had only participated in one, but this one helped me build confidence in myself and my decisions. After this, I was more willing to share my experience with others and have now participated in four different panels at SF State. It also helped me connect to other mounties on my campus and expanded my network.”

Things changed when the five alumni panel members showed up bringing their energy, their love for UC Davis and Mt. SAC, and encouragement to shoot for every dream school our students had in mind. The alumni panel consisted of newly transferred students, students that were in their last year at UCD, and one student that already graduated and was working full time as a professional on campus.

As the alumni went through each of their transfer stories, describing their dilemma of deciding between universities like UC Berkeley, UC Los Angeles, Cal Poly Pomona, Cal State Fullerton, UC Davis and more, they disclosed how they all ended up at UC Davis. They stated they had absolutely no regret and great passion to share their joy for their transfer school. I could feel how their energy spread and captivated our students. Mounties asked questions about our alumni's GPA, their majors, classes at Mt. SAC, transfer insecurities, their contact information, housing, immigrant status, you name it. And they got the answers that they were seeking, from people they trusted and admired. The energy was visibly back in the group, like a shot in the arm, and students laughed, talked, and excitedly came up to us (the chaperones) to see when they could make an appointment to go over their class requirements for UC Davis. I asked the same group of girls if they had changed their minds about applying to UC Davis and all three said in unison, that they would be applying.

As we left UC Davis' campus for our six hour-long journey back home, our students sang still on the energy shot they had received, and I thought about what I had just witnessed. To see the light of energy start in a student for their educational aspirations is a pretty powerful thing to experience. I know it took quite a bit of extra work on the part of Lupita and the Transfer Center to organize these alumni networks, but it was completely worth it, knowing the trip would have had different outcomes if this humanizing piece to what is a very technical process, had been excluded.

Although this was the third NCT trip I had been on, it felt very different because the alumni panels were larger, and more meaningful due to the fact that they were a result of years worth of work and networking from the Transfer Center and its staff. Many of the campuses we visited were closed due to the power outages going on in Northern California (UC Berkeley and UC Santa Cruz) but our alumni network stepped in and made the trip a worthwhile one, giving the tours themselves at these otherwise deserted campuses.

The dedication, time, and energy put into this trip that focused on the students' experience lit a light inside of me to ensure that I was being diligent to include these types of practices within my own transfer

counseling, and reminded me to use the resources of the Transfer Center. Since returning from this trip, I have made sure to collaborate more with the Transfer Center and their alumni resources, and have recommended that other faculty do the same. The rapport I made with the students on the trip blossomed into trusting relationships, and I was asked to review Personal Insight Questions (PIQs) for the UCs and wrote EOP recommendation letters for many trip participants for their applications to the CSUs. Several students from the 2019 NCT trip were nominated for Mt. SAC's Student of Distinction Award by Lupita, and the relationship that I formed on the trip with these students allowed for them to trust me to help them with their personal statement submission and write them letters of recommendation.

Lastly, I have committed myself to help the Transfer Center to create a campus-wide model of advertising transfer guidelines and requirements, as transfer is such a huge milestone for so many of our Mt. SAC students. Lupita De La Cruz and I have submitted a proposal for a GPS Grant to create a transfer-culture across campus, and if selected, will be looking to implement these ideas with Lupita and the Transfer Center starting in the fall of 2020. So as you can see, the trip has had a very large impact on my practice, my relationships with students and fellow chaperones, as well as my involvement with transfer success on Mt. SAC's campus. I hope to ignite more lights in students regarding their transfer goals, just as I had witnessed our alumni do. I would like to thank the Transfer Center- Krystal Bybee, Lupita De La Cruz, and Martin Gonzalez, for all that they have done for this trip because it truly is an outstanding experience."

Jesse Lopez, Counseling Faculty (3 years of involvement). "As a Counselor, the goal is to immerse yourself within student programs, transfer policies, and the diverse student body. Our work can become tedious and overwhelming if we begin to lose sight of our purpose. This trip offers several benefits to educators in both student services and instruction. Here are some of the ways that I have personally benefited from participating in the trip:

1. Content knowledge and personal experience: There are many new policies related to how we counsel students. These can range from local, to state and even federal regulations that govern our work. It is essential that we stay up-to-date regarding these changes. This trip provides me with current information regarding major impaction, new majors, and updates for transfer requirements. Equally important, this experience allows me to gain an in-depth understanding of the college environment, demographics, landscape and surrounding community. I have gained insight into the political culture, dorm life, and affordability of each university we attend. All of this information is crucial when we counsel students. I am a more effective practitioner because I can discuss these factors with students as they consider their transfer destination. I am also a more competent resource to my colleagues who may have specific questions pertaining to transfer policies and university life.

2. Network and Rapport: This trip allows me to build a stronger connection between all participating individuals.

Colleagues. Throughout the trip, I gain a stronger bond between the chaperones who attend. This strengthens the overall trip and our collaboration when we return. These relationships are crucial and are extremely beneficial to students. We can triage student cases both on the trip and after as we work as a wrap-around service for all things transfer and counseling. This makes students time at the college less hectic and makes the job more rewarding.

Former Mounties/UC program reps. This trip has several layers of mentorship and we are fortunate to have many former Mounties "show us the ropes" at their current institutions. This comes in the form of campus tours and panels. As we reconnect, we continue the mentorship even after the transfer process. We discuss employment and the graduate school process, which represents true completion. These bonds serve to also help prospective students as we provide ways for them to be connected. Most commonly, I refer students to the alums via text and/or email and both parties are excited about their new mentor/mentee relationship.



**Divine
Otico**

**First-Generation
College Graduate**

UC Davis Class of 2019

**B.S. Cognitive Science;
Specialization: Linguistics Phonetics**



Mountie Transfer Alumni Spotlight

“The value of the Mountie Alumni facilitating tours, peer discussion, and panels for current Mt. SAC students is rich in knowledge, experience, connection, and networking. Since students are re-starting (it feels that way) their college experience in a new environment, it is helpful to see that there is someone who has done it before, or someone you can reach out. Thus, the environment is less foreign and I believe there is less anxiety to transfer out to a 4-year university. Students are able to see that it is possible to succeed in a top-tier 4-year university. Even

now, as UC graduate, I look at fellow Mt. SAC Alumni who have pursued graduate school... Likewise, I feel that it is possible for me to achieve my dreams when I see others achieve theirs. Moreover, sharing stories and personal struggles as transfer students from a CC to UC is valuable because students will be more prepared/aware ahead of transition. I am motivated to help students and to share my experiences because I relate to their stories. I see myself in these students and it's a good feeling to always serve my community. Volunteering has definitely kept me connected to Mt. SAC staff and students of Mt. SAC. It reminds me of my roots and my time as a community college student at Mt. SAC. I simply enjoy interacting with students and seeing how much Mt. SAC does for their students. Thank you for all that you do!”

Additionally, we build connections with program representatives that are invaluable. I use these resources for a variety of reasons but mainly as a way to build a bridge between the Mt. SAC experience and university life. These programs target transfer students, undocumented students, LGBTQI students, students of color, foster youth and more. I use these networks in my counseling sessions and in my discussions with Mt. SAC colleagues.

Students. This is by far the most valuable and rewarding aspect of the trip. We are fortunate to be able to build amazing relationships with students and we discuss our college experiences and learn about their lives. This trip provides avenues for large group discussions and also personal one-on-one sessions. We build bonds that are cultivated throughout the trip and flourish when we come back to campus. These bonds are seen in forms of multiple counseling sessions, personal statement review, and extracurricular activities through campus involvement. Our relationships thrive because we focus on the academic, career, and personal issues. Students feel comfortable with us as they relate to our character and experiences as former college students (many of us as former Mounties). This process creates dynamic counseling sessions, which set the foundation for long-term mentorship and development.

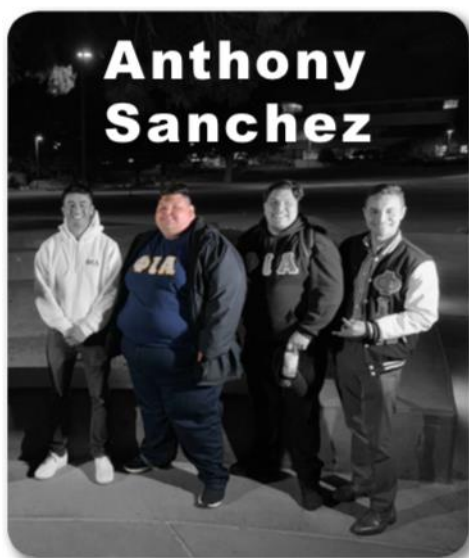
This trip has dramatically influenced my experience as a Mt. SAC Counselor. I am more engaged with outside policies, Mt. SAC functional areas, Mt. SAC colleagues, and most importantly our students. I feel competent with the up-to-date transfer information but also inspired by our former and current Mounties. They are always at the center of our work and truly make Mt. SAC feel like a strong community and family. I would encourage faculty across campus to participate in this trip. It is truly an eye-opening experience for all who attend. Your brain will be enlightened, your spirit will be recharged, and your heart will be full!”

Elmer Rodriguez, Counseling Faculty (2 years of involvement). “My participation in the NorCal University Tour as a faculty participant was very impactful at many levels. At the student level, it was impactful because by listening to students’ stories, I discovered that these students have had so many obstacles on their way to pursuing a higher education that many have developed a narrative that transfer may not be for them. Many had doubts about transferring and within reason because they had never before been exposed to a trip of this sort that not only provided the transportation, food, a good company, and what they appreciated the most, lodging as some of our students have suffered housing insecurity. For most of them, this was the first time that they had left their house on a three-day trip that would be life changing. The joy on their faces was priceless every time we visited a university, had lunch or dinner as a group, and when they were able to spend time with us allowed them to think of us, chaperones, as their equal.

This fieldtrip was not just enjoyable for the students, but for me as faculty as well because I truly got to know the students from a different perspective outside the classroom, the office, and from settings where they typically see me as an authority figure; in this trip, however, they saw me as someone they could truly trust and ask questions they would otherwise not ask at Mt. SAC because they would not feel comfortable. These students are first-generation college students, like me, and have not been exposed to a lot of opportunities when it comes to higher education, mentoring, and career and major exploration. Therefore, I tried to be as intentional as possible to connect with them by making time to talk to them about their feelings about the transfer application process. This tour was transformative because I got to see the students' confidence increase tremendously, and I could tell this based on the questions they were asking as the days of the trip progressed. Seeing them bond as a big community reminded me when I was a student and I had the opportunity to visit some of these campuses, but of course most of the time I was lost and did not know what to ask because I was embarrassed and saw counselors as authority figures who were beyond my reach. Now that I am on the other side, and I am that counselor, that faculty, I invite students to talk to me and I share with them my experience and immediately see a wall dropping; to me, this is precious. I feel I was able to connect with students at many levels because we got to live together for a short period of time, and during that time labels did not matter because there was mutual respect regardless of one being a student, faculty or staff. This created a sense of community, and I feel that this is the reason why this tour is so life changing; students, faculty, and staff get to connect as human beings, keeping equity at the forefront.

This tour changed my perspective of students because I truly got to know a lot of them at a more personal level so much that many requested to meet with me after the fieldtrip and to me this was so important because I felt we got to connect. When we met again in my office, the sense of belonging, mattering, and family continued because I did not change who I was in my office, I continued to be myself who truly cares about students' well-being. We had amazing conversations and felt comfortable talking about memories from the tour and also about how to create an action plan that eventually would help students make progress towards transferring. This rapport would have looked different if we had not met and spent quality time at this tour. Therefore, I believe this tour is so important and impactful and is needed because it empowers students by making them believe that transferring is possible and that whether they have a support system or not that as their counselor, I am here to support, guide, and walk with them through the road of transfer success. A tour like this can definitely change anyone's worldview on how they see staff and at the same time how staff see students because they are more than grades, more than success and challenges. They are human beings who have struggles, not only in higher education, but also personally. Yet, we cannot let those challenges define or constrain them from accomplishing their transfer goal. When they hear stories that resonate with them like being first generation, immigrants to this country, English Language Learners, come from single parent households, etc. they can then become the changing agents to their own destiny because someone has already model what that would look like. This tour has definitely redefined transfer for me.

Spending time with other faculty and staff and getting to know them was as equally as important because together we could make a difference for our students. Additionally, getting to know each other outside of our work setting was so important because we got to see the human side of our peers who are just like us. We actually got to find out that our experiences, although different, had so much in common. Moreover, we all care about our students' well-being, so hearing that from other peers was reassuring. Therefore, I recommend this trip to any faculty or staff who work with students and would like to get to know our students at the personal level and perhaps serve as a role model and mentor for them. The lived experiences from this tour allow us to form a family support that everyone appreciates because not everyone has family or a support system they can count on. Additionally, one is able to learn about the various resources available at the various universities, create a strong network that would support more students, and help students interpret the various policies and procedures revolving transfer."



**First-Generation
College Graduate**

**San Francisco State
University Class of 2020**

B.A. Psychology

Mountie Transfer Alumni Spotlight

“Although I was selected, I did not attend this trip due to me having an important exam during the days of the trip. I think it is important so students can get more information on the university before transferring. To me, it means that students want to grow out of their comfort zone and experience things that maybe they couldn't do without the educational help. It helps the students feel more comfortable; it gives them that comfort of 'here is someone from my similar background that made it, meaning I have the same opportunity'. Being an alumni panelist and tour guide let me be more outspoken with my experience and help students.”

Transfer Center outcomes implications. Both the reflections from alumni and faculty involved with this program have emphasized the pivotal role that peer to peer interactions play in the success of a program like this. Alumni reflected on how seeing other Mt. SAC students at the Northern California campuses allowed them to see themselves at those institutions and eventually transfer there. Faculty reflected on the differences that alumni make in providing a more accurate picture of what student life is for transfer students at their campuses during situations where the university officials may fall short in fulfilling the expectations of the NCT participants. Considering this implication, the Transfer Center plans to use the same approach of relying on the success stories of Mountie alumni to facilitate panels and campus tours for the local tours. This entails continuing to maintain a Mountie Alumni Network database. Students who RSVP for the annual Transfer Achievement Celebration will be the first targeted group to form part of this database.

In the spring of 2020, a UC Riverside Transfer Exposure Day had been coordinated by the Transfer Center, which would have involved a Mt. SAC alumni panel, a campus tour, an admissions and financial aid presentation, and a stop and specialized presentation from the UCR Transfer Success Zone. Six Mountie alumni at UCR had already agreed to be tour guides and panelists, and to have lunch with current Mounties to engage in a meaningful conversation about the transition and life as a UCR student. Mountie alumni at UCR supporting this initiative included: Faye Hernandez, Jose Martinez, Samantha Moreira, Karen Osorio, Katherine Reynoza, and Dewayne Wallace. Through student equity funds, meals were going to be provided at the dining facilities of UCR and at no cost to the students. Unfortunately, due to the pandemic, this trip had to be cancelled. Nonetheless, transfer staff will be offering similar opportunities in the future and/or through an alternate format for as long as remote work remains.

Resources requests. Currently, the local university tours offered through the Transfer Center do not offer free meals to students. The NCT relies on yearly one-time student equity funds. Therefore, efforts will be geared towards securing funds that can provide this resource to all participants of every local and Northern California university tour on an ongoing basis. Many of the NCT participants who come from underrepresented backgrounds have never visited Northern California nor have a college graduate member in their family; therefore, seeing themselves at those institutions may be hard to visualize without at least stepping foot on those campuses. This could also be applied to participants of the local tours. Similarly, some may not be used to having three meals a day or have been exposed to some of the foods provided during the trip. In fact, there was a student who indicated in the 2019 post-trip survey that the best part of the trip was “*never being hungry*”. Another student from the 2018 cohort indicated that receiving a sweater was important to keep them warm and also added, “*I personally don't have a lot of money so my sweaters are mostly torn.*” The sweater kept the

student warm and focused on the learning opportunity of the trip. Therefore, having the usefulness and meaning of the sweater in mind as well as the importance of providing free meals to students, the Transfer Center will continue to request funds to make those resources available to them.

Curriculum changes. From the application and selection process to the program schedule and assessment plan, many changes have been implemented throughout the years as a result of meaningful discussions among all stakeholders. The post-trip survey will continue to be revamped to include an assessment of any program additions and changes each year. Some of the next steps to reflect the assessment results in the curriculum include the following:

- Application: In an attempt to further support students with the admission essays and Mt. SAC scholarship application writing process, the current NCT application prompts will be revamped. They will align with the word count required for UC PIQ's and an additional prompt will be required so that students can formulate answers to two of the four required UC PIQ's early on the admissions application process.
 - Prompt #1: In 350 words or less, tell us what you hope to gain from participating in this trip and how it would impact your transfer experience.
 - Prompt #2: In 350 words or less, provide a brief summary of your life experiences and/or hardships that have impacted your path to higher education.
 - Prompt #3: In 350 words or less, please describe how you have prepared for your intended major, including your readiness to succeed in your upper-division courses once you enroll at the university.

**During dinner time on the first day of the trip, as proposed by some NCT 2019 participants, a self-appreciation talk will take place to help facilitate the personal statement writing process for students. Then, a cohort of NCT participants will be assigned to each chaperone to follow up with each student and provide feedback about their statements.*

- Given the NCT 2019 results, a Transfer 101 presentation will continue to be a part of the pre-trip orientation, and chaperones will continue to be invited to this orientation to start developing rapport with students early on. This way students can feel more comfortable reaching out and opening up to them at the beginning of the trip, which could lead to more transfer talks and higher attendance at office hours during the trip.
- To align with the theme of the trip, "Navigating the Road to Transfer Success," NCT selected participants will receive a presentation about the relationship between majors and careers in order to teach them how to choose a major that best fits their intellectual curiosity in a specific field and still pursue the career of their interest. The session will include a discussion about basic strategies on selecting a major when applying to transfer.
- Students will continue to have the option to meet with a counselor after the trip to create or update their educational plan in order to make sure they are taking the right courses based on their major and their transfer campus.
- Alumni suggestions will also be incorporated in the planning of future university trips.

Part II: Reflective Summary of Outcomes Assessment Work

The long-lasting and deep relationships between NCT chaperones and students that developed from this trip led to the nomination and selection of three NCT participants as Mt. SAC's 2020 Student of Distinction Award recipients (Alejandro Andas, Arianna Murguia, and Guadalupe Sanchez). The qualitative data gathered from this survey emphasized the importance of institutionalizing activities like the NCT trip, and to prioritize the resource and funding allocation process of the college. Some students mentioned that extending the duration of the trip could enhance the experience even more by spending more time at each institution, having the opportunity to experience a class lecture, and visiting during a school day when there are more student engagement activities and events going on. Similarly, their responses shed light upon the need to expand this opportunity to more Mt. SAC students, which would require more funding. Thus, the Transfer Center will work towards on-going funding requests for successful transfer initiatives like this one. The NCT is the only trip of its kind available to the entire Mt. SAC student body; thus, supporting it and expanding its funding would open the doors to more student participation. Moreover, the Transfer Center staff ensures promotion of this opportunity among students with disabilities, assuring them that their reasonable needs will be accommodated, if selected. Upon the request of the student, examples of this coverage can include specialized transportation with wheelchair accommodation capabilities, or lodging accommodations for language interpreters to accompany the student on the trip, etc.

Overall, what this comprehensive assessment of the program has shown us is to view this trip from a holistic point of view, in order to employ a true equitable approach in future implementations of it. For instance, in order to make trips like this one truly accessible to students from low-income households, who tend to also be first-generation college students and come from underrepresented backgrounds, all the financial barriers need to be removed. This will allow all students to have the same opportunity to explore transfer options. Being selected to participate is not enough; selected students need reassurance that all financial expenses will be covered in order to securely explore transfer options. Food and housing insecurity, lack of access to warm clothing, transportation, etc. need to be taken into account when coordinating programs like this one. This is analogous to a student being admitted to the school of their dreams but not being able to realize that dream due to costs. Consequently, in accordance with the holistic approach, the Transfer Center is strongly considering the idea of developing a scholarship for NCT participants who will be transferring to the university in the upcoming academic year. The goal is to give an additional incentive to students in order to consider those transfer options as attainable ones. Finally, the Transfer Center will continue to assess the NCT in order to enhance it and to apply successful practices to the local tours and other department services.



Northern California University Tours 2017 Mountie Transfer Alumni Spotlight

Cindy Mendez Moreno

First-Generation
College Student

UC Berkeley Class of 2021

B.A. Comparative Literature; B.A. French



“H having activities such as tours, peer discussions, and panels are essential for community college students because it demystifies a 4- year university. It encourages first-gens, undocumented, and all other underrepresented students that it is possible to receive a bachelor's degree. I wanted to apply to UC Santa Cruz but once I visited the campus, almost immediately, I knew that it was not right for me. I would not have known that if I had never taken the NorthCal trip. I think it is important and extremely valuable that this program continues because it helps students visualize their ideal college and give them encouragement that community college students can graduate from a prestigious university. I love being a volunteer at the NorthCal trip because it reminds me that I have a strong community back home that I can rely on and count on when school or stress has become overbearing. It also helps with my public speaking skills and opens a door for social networking.”

Dear Reader,

10/16/17

I'm writing this with the purpose of saying thank you. Without this opportunity, I would never have dreamt of being able to visit the schools up north.

I'm especially thankful for being able to feed us, all 45 students, for three days. Before this trip, I had never tried clam chowder before. Now I actually know what it is and I love it.

Furthermore, this trip has made me more motivated and has encouraged me to apply to UC Berkeley. I will keep you updated on my transfer. ☺

Finally, I wanted to personally thank you for your effort, time, and positive smiles. Without you, this was not possible. Once again, thank you for all you do. It does not go unappreciated.

Sincerely,

Cindy Mendez Moreno

Lupita
Ivan
Jeese
Alana





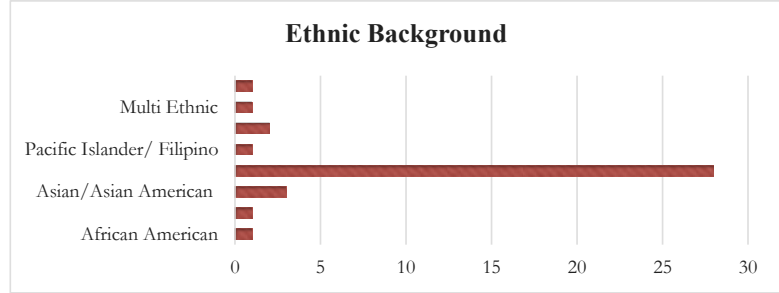
Northern California University Tours 2018 Report

**Responses are based on 38 students who
completed the survey out of the 44 participants.*

Student Demographics

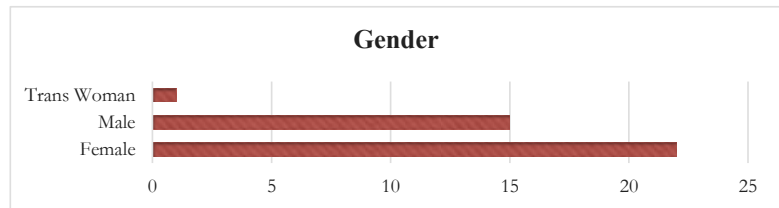
Ethnic Background

| | |
|-----------------------------|-----------|
| African American | 1 |
| American Indian and Alaskan | 1 |
| Asian/ Asian American | 3 |
| Latinx/Hispanic | 28 |
| Pacific Islander/ Filipino | 1 |
| White Non-Hispanic | 2 |
| Multi Ethnic | 1 |
| Mexican | 1 |
| Total Responses | 38 |



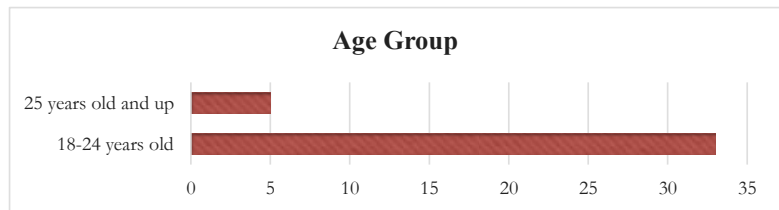
Gender

| | |
|------------------------|-----------|
| Female | 22 |
| Male | 15 |
| Trans Woman | 1 |
| Total Responses | 38 |



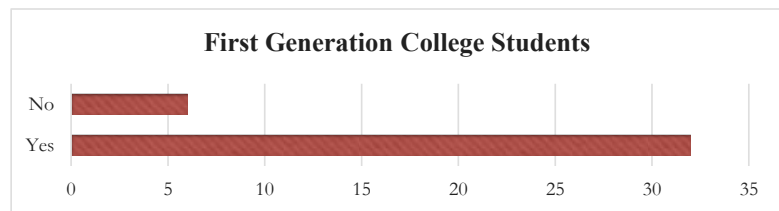
Age Group

| | |
|------------------------|-----------|
| 18-24 years old | 33 |
| 25 years old and up | 5 |
| Total Responses | 38 |



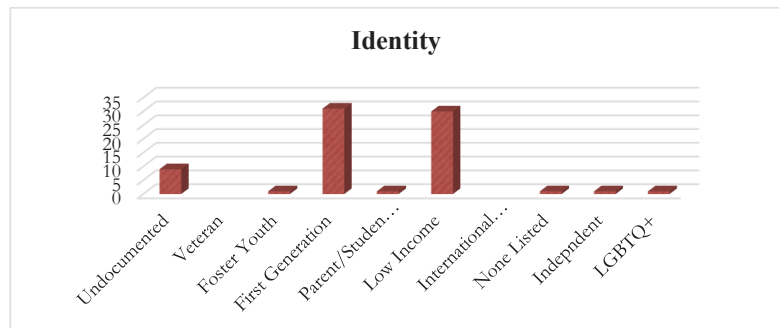
First Generation College Students

| | |
|------------------------|-----------|
| Yes | 32 |
| No | 6 |
| Total Responses | 38 |



Identity

| | |
|-------------------------------|----|
| Undocumented | 9 |
| Veteran | |
| Foster Youth | 1 |
| First Generation | 31 |
| Parent/Student with Dependent | 1 |
| Low Income | 30 |
| International Student | |
| None Listed | 1 |
| Indepndent | 1 |
| LGBTQ+ | 1 |



Transfer Awareness

When students were asked which campuses seemed like a good fit for them:

➡ 100% of them responded that at least one campus was a good fit.

Student Comments

"They felt comfortable, and they all gave out different energies and vibes that made me genuinely believe that I could go to those schools because it felt right being there."

"The schools offer great resources that I am looking for."

"The schools offer my major or field of interest and research opportunities."

"They are welcoming and have programs/resources for me."

"Mt. SAC has prepared me enough to want to attend one of those UC's."

When students were asked if they saw themselves studying at any of the campuses visited:

➡ 95% responded yes (**36 students**) & 5% responded no (2 Students)

When students were asked if they would take advantage of student support programs at the university:

➡ 100% responded yes and were able to identify at least one support program at the university.

Student Comments

"Campus Clubs/Campus related to my major"

"Honors Program"

"Mt. SAC has prepared me enough to want to attend one of those UC's."

"Undocumented Student Programs/Chicanx/Latinx Programs "

When students were asked if they would have been able to afford a trip like this one, with accommodations included:

➡ 97.4% responded no (37 students) & 2.6 % responded yes (1 Student)

Student Comments

"The chaperons and the school of Mt. SAC made it possible for me to go see my dream school. I cannot thank them enough for paying all the accommodations given to each student who attended the trip. I am very grateful the trip was possible for myself and the rest of the students."

"My family would love to send me to visit multiple schools to help facilitate my choice but they can't afford it since my family relies on one income"

"I already have two jobs and can barely afford cost of living and helping my family. I wouldn't be able to afford the luxury to take this trip. I mean luxury in the way that it is considered out of my reach"

"I would have never been able to afford this trip on my own, but I am grateful for having this opportunity because I never understood the importance of visiting university campuses till I was actually here "

"I have a part time job, but all my money goes to either helping my parents or bills. I am a full time student. I would have not been able to afford a place to stay during the trip."

When students were asked if receiving a sweater was important to them:

➡ 89.5% responded yes (34 students) & 10.5% responded no (4 Students)

Student Comments

"It felt cool to walk around campuses with the same sweater to show we are part of the same group. Gave a sense of unity on the trip"

"It was quite cold in Northern California, but it also serves as a reminder of the experiences I had with the other great students. It also brings a sense of inspiration because it reminds me of the day I visited my dream school and it is possible to go back as an actual transfer student"

"Extremely meaningful, made me proud to be a Mt. SAC Mountie"

"It was important because I had something to keep me warm. I personally don't have a lot of money so my sweaters are mostly torn. Receiving a sweater over there was fantastic. I was warm and not cold"

"It made me know that my story is important and I will be someone one day. It's a testimony that I came this far and I that I have a whole team of amazing people who are able to help me. It's something that I can always look at and remind me that I can do it and never give up"

Accommodations and Organization

Overall Hotel Rating

➡ 100% were satisfied with the hotel

Tour Publicity

➡ 100% were satisfied with the overall publicity

Pre-Trip Information (Orientation)

➡ 100% were satisfied with the pre-trip information

Length of Trip

➡ 82% were completely satisfied with the length of the trip, 18% of them felt it was too rushed

Student Comments

"I wish the trip was longer so we would have been able to spend more time at each university"

"If the trip was a little bit more longer that would have been great because we were always in a hurry. I understand that time was limited for the bus driver but we were always on our toes and sometimes we ran out of time and didnt get to get the full experience or ask all the questions we wanted to ask".

"Super organized. Orientation was really important and glad it was held to inform every one of the expectations. Chaperones were great. Lupita, you are a wonder woman thank you for all the time and work you put into this. You and the rest of the chaperones truly believe in us. The love I felt from this short trip was much needed and will always be remembered. I am so grateful I got to be a part of this experience. A week later and I am still moody because I wish I could still be up North with everyone <3"

"We should visit more campuses"

In general, my experience on this trip was.....

"Enlightening. I learned that I really did not want to attend UC Santa Cruz where I was considering applying and that I really wanted to attend UC Davis, a school I was not considering to apply to"

"Really influential. It gave me a different outlook on going to school further away from home. Before, I would not even consider going too far away. Now that I explored all my curiosity in a new world and relinquished my doubts, I would definitely take the chance to go have a different experience away from home if I get accepted to one of the colleges. I enjoyed every moment of the tour, especially since I did not have to stress about my budget because of the generous accommodations. Everything I did was in the moment so I had the time of my life"

"This trip went beyond my expectations. The chaperones were great, the presentations were wonderful, and the food was delicious"

"Amazing, I am forever grateful to have been selected to be a part of this trip. I truly am grateful to have been helped with the biggest challenge I face to have visited these schools, which is money"

The best thing about this trip was...

"I really liked to walk around each campus, participate in the tours and listen to the student panelists. Listening to our alumni share their experiences at their school was very insightful, and the time spent at each school was adequate and well-organized. The artichoke pizza was really the best pizza I ever had in my life. But more importantly, through this trip, I got to meet a lot of other hardworking students that are also preparing to transfer. I had a great time getting to know them and making friends, and they were the ones that made this trip so memorable"

"Not having to worry about my finances and getting a break from class. Also because it was during the middle of the semester, it gave me the excitement back of applying and going to a university. THANK YOU!"

"Besides the snacks, the Mt. SAC faculty was on top of every detailed"

"Everything! The people, the chaperones, the cost, and the tours were all great :)"

Additional Comments

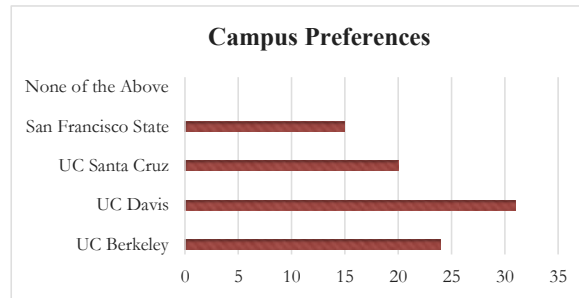
"Thank you to all the counselors and Transfer Specialists that made this happen, ya'll are wonderful and are changing lives. You guys are making the Mt. SAC experience a great one for many students including myself with all that you do. I can really tell that you all genuinely care about the students, and someone who cares is always appreciated in my book. I hope many of the other students feel the same. I am truly grateful for getting this opportunity and now I look forward to possibly returning to one of those campuses and then coming back to Mt. SAC to let ya'll know all about it!"

"One more time, just a big huge thank you for reading my story and choosing me to go on this trip. Mt. SAC offers so many resources and I am so glad I was able to take advantage of this one. Keep it up Transfer Center, you guys ROCKKKK!!!!!!!!!!"

"Thank you so much Lupita for this experience. The chaperones were funny and great company to be around. I met Elmer and Jesse for the first time and they're so goofy, I love it! I was nervous about how my impression would be from this trip, considering I didn't know anyone. Then, I realized that no one knew anyone and this would be the time to open up and share. It was such a blessing that I was chosen and got to make unforgettable memories with people I barely knew. The people I met are so awesome and I am seriously wishing I could still travel with them and not be back here hahaha. Thank you again for all the effort, time, work, hustling you had to pull through for this trip to happen. <3"

Campus Ratings

| | |
|------------------------------------|----|
| Campus students saw themselves in: | |
| UC Berkeley | 24 |
| UC Davis | 31 |
| UC Santa Cruz | 20 |
| San Francisco State | 15 |
| None of the Above | 0 |



Campus Tour Ratings

UC Santa Cruz

➡ 100% were satisfied

UC Davis

➡ 94.7% were satisfied

UC Berkeley

➡ 100% were satisfied

San Francisco State

➡ 100% were satisfied

Campus Tour Comments

"Maybe if you guys can extend them a bit longer for the bigger campuses that would be great."

"I loved that some of the tours were given by our own alumnis"

"They were great. Having a student panel was the best thing because we got to know about other's transfer experience and see how well they are adapting to their university."

Campus Presentations

UC Davis

➡ 100% were satisfied

UC Berkeley

➡ 100% were satisfied

**UC santa Cruz and San Francisco State did not provide presentations.*

Campus Presentation Comments

Having a presentation on financial aid would be very beneficial.



Northern California University Tours 2019 Report

**Responses are based on 43 students who
completed the survey out of the 46 participants.*

Student Demographics

Table 1: Ethnic Background

| | | |
|------------------------|-----------|----------------|
| African American | 1 | 2.30% |
| Asian/Asian American | 7 | 16.30% |
| Latinx/Hispanic | 29 | 67.40% |
| Multi-Ethnic | 2 | 4.70% |
| White Non-Hispanic | 4 | 9.30% |
| Total Responses | 43 | 100.00% |

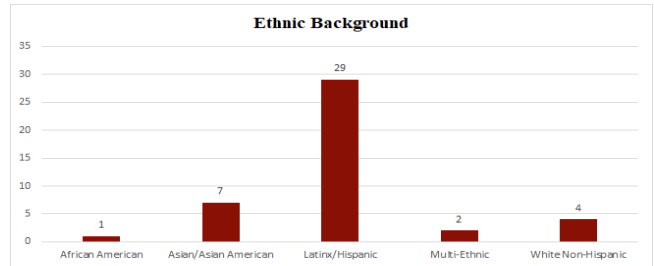


Table 2: Gender

| | | |
|--------------|-----------|----------------|
| Male | 11 | 25.60% |
| Female | 31 | 72.10% |
| Non binary | 1 | 2.30% |
| Total | 43 | 100.00% |

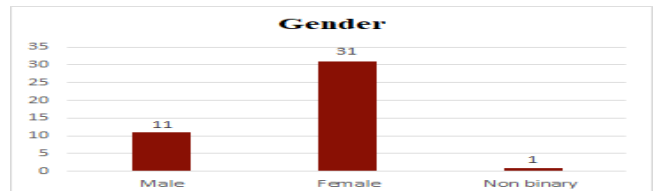


Table 3: Age Group

| | | |
|---------------------|-----------|----------------|
| Under 18 | 2 | 4.70% |
| 18-24 years old | 33 | 76.70% |
| 25 years old and up | 8 | 18.60% |
| Total | 43 | 100.00% |

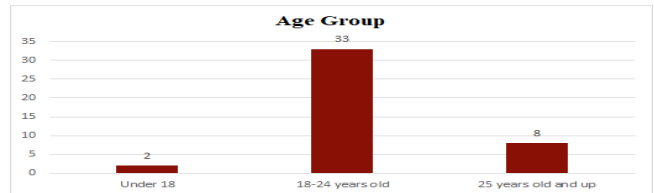


Table 4: First-Generation

| | | |
|--------------|-----------|----------------|
| Yes | 36 | 83.70% |
| No | 7 | 16.30% |
| Total | 43 | 100.00% |

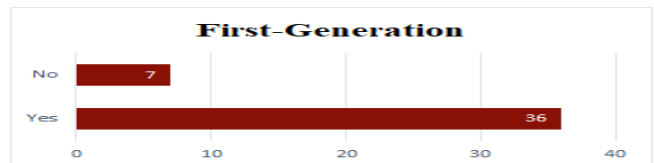


Table 5: Identities

| | | |
|--------------------------------|----|--------|
| Low-income | 32 | 74.40% |
| International Student | 2 | 4.70% |
| Undocumented | 10 | 23.30% |
| Parent/Student with Dependents | 4 | 9.30% |
| Non-Native English Speaker | 5 | 11.60% |
| Former Foster Youth | 1 | 2.30% |
| Veteran | 1 | 2.30% |
| None of the Above | 6 | 14.00% |

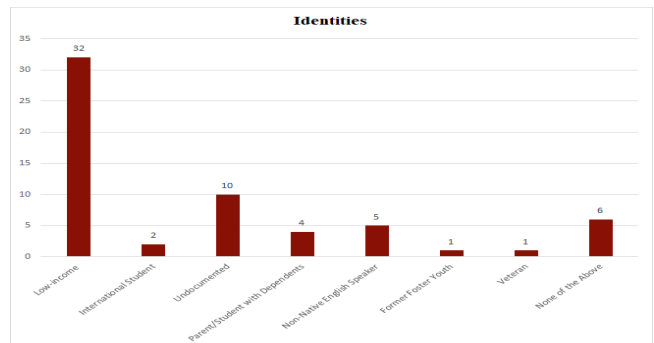
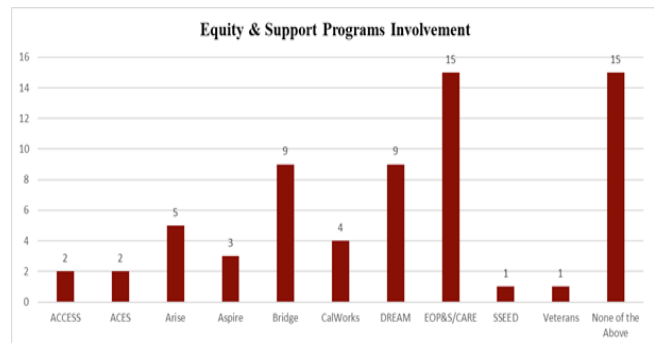


Table 6: Equity & Support Programs Involvement

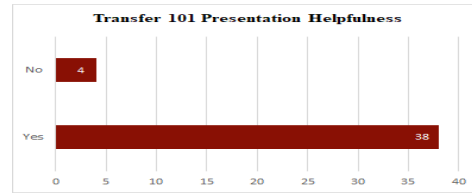
| | | |
|-------------------|----|--------|
| ACES | 2 | 4.70% |
| ACCESS | 2 | 4.70% |
| Arise | 5 | 11.60% |
| Aspire | 3 | 7.00% |
| Bridge | 9 | 20.90% |
| CalWorks | 4 | 9.30% |
| DREAM | 9 | 20.90% |
| EOP&S/CARE | 15 | 34.90% |
| SSEED | 1 | 2.30% |
| Veterans | 1 | 2.30% |
| None of the Above | 15 | 34.90% |



Transfer Awareness

Table 7: Transfer 101 Presentation Helpfulness

| | | |
|--------------------------------|-----------|-----|
| Yes | 38 | 90% |
| No | 4 | 10% |
| Did not attend the orientation | 1 | N/A |
| Total | 43 | |



Student Comments

"I was aware of everything the workshop talked about. I was assuming that all the participants who wrote short essays to join the tour should be fully aware of the fundamental transfer information. It will be a good idea asking students how much they are prepared for transfer to skip the orientation. Also, the orientation could be adjusted to help the participants learn about what to expect from the tour and how can the participant ask better questions in the alumni panel."

"I didn't know about TAG before this presentation, so I tagged UC Davis later that day."

"It gave a lot more insight on how the transfer process actually works and better yet, it displayed life post transfer and adjusting to a new area, school environment, and home environment."

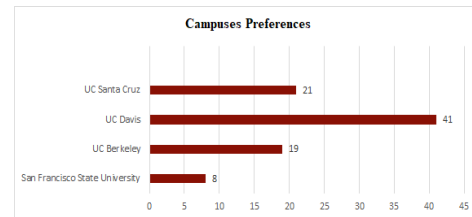
"I honestly was so confused about the whole transfer process and attending this clarified all my questions. It made me so excited to transfer."

"I thought I was well informed about the transfer process, but it gave me information I didn't know about such as the Blue and Gold plan."

*After the trip, 97.7% (42) of the students were able to identify at least one campus as a good fit for them and 95.3% (41) of the students indicated seeing themselves at at least one of the institutions visited while 4.7% (2) of the students were unsure.

Table 8: Campuses Preferences

| | | |
|--------------------------------|----|--------|
| San Francisco State University | 8 | 18.60% |
| UC Berkeley | 19 | 44.20% |
| UC Davis | 41 | 95.30% |
| UC Santa Cruz | 21 | 48.80% |



Student Comments

"UC Santa Cruz has a great transfer environment compared to all others, which made it feel like a great environment and school to study at. UC Berkeley's beautiful campus and amazing academics persuaded me to make it one of my top colleges to take into consideration during my transfer period. UC Davis was probably my best fit as it made me feel most welcomed and had a great environment as well as academics. I will not be considering San Francisco State because I did not feel that it was best suited for me."

"I can really see myself going to any of these campuses. And the things we learned from our tour guides really helped me make a choice for the school I would like to attend."

"I thought all the campuses were nice! However, I didn't connect with UCB and SFSU but UCD and UCSC felt like places I could call home and be comfortable in."

"As a result of my participation in this trip, I will..."

"join the Honors Program and get more involved in extra curricular activities."

"be applying to Berkeley and Davis, which I had not considered before the trip."

"Try my best to be able to transfer and obtain my masters degree."

"see Lupita about my application."

"continue to work hard and make sure I meet the requirement to transfer out. I am inspired."

Programing: Presentations

**Due to a power outage in the Bay area, UCSC & UCB scheduled admissions presentations were cancelled. Therefore alternate formats and options were used to relay information to students.*

Table 9: UCB College of Environmental Design

| | | |
|---------------|----------|---------------|
| 1 - Very Poor | 0 | 0.00% |
| 2 - Poor | 1 | 2.30% |
| 3 - Fair | 2 | 4.70% |
| 4 - Good | 1 | 2.30% |
| 5 - Excellent | 3 | 7.00% |
| Total | 7 | 16.30% |

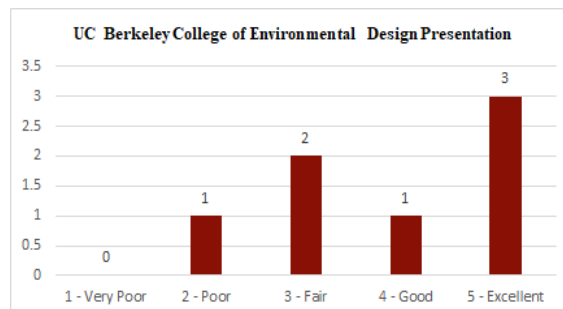


Table 10: UC Davis Campus Presentation

| | | |
|---------------|-----------|---------------|
| 1 - Very Poor | 1 | 2.30% |
| 2 - Poor | 1 | 2.30% |
| 3 - Fair | 5 | 11.60% |
| 4 - Good | 7 | 16.30% |
| 5 - Excellent | 27 | 62.80% |
| Total | 41 | 95.30% |

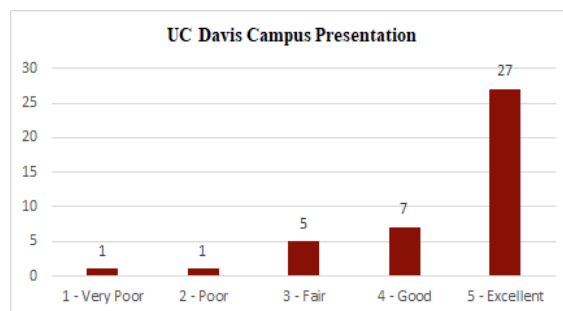
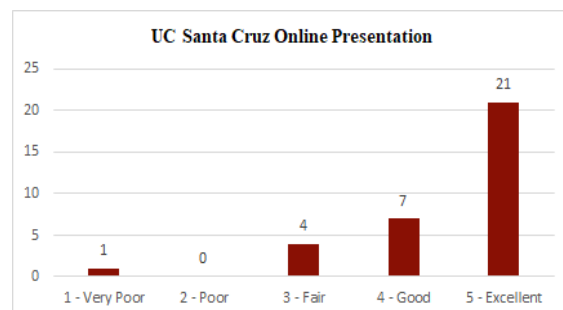


Table 11: UC Santa Cruz Online Presentation

| | | |
|---------------|-----------|---------------|
| 1 - Very Poor | 1 | 2.30% |
| 2 - Poor | 0 | 0.00% |
| 3 - Fair | 4 | 9.30% |
| 4 - Good | 7 | 16.30% |
| 5 - Excellent | 21 | 48.80% |
| Total | 33 | 76.70% |



Programing: Mountie Transfer Alumni Panels

Table 12: San Francisco State University Panel

| | | |
|---------------|-----------|----------------|
| 1 - Very Poor | 2 | 4.70% |
| 2 - Poor | 4 | 9.30% |
| 3 - Fair | 9 | 20.90% |
| 4 - Good | 13 | 30.20% |
| 5 - Excellent | 15 | 34.90% |
| Total | 43 | 100.00% |

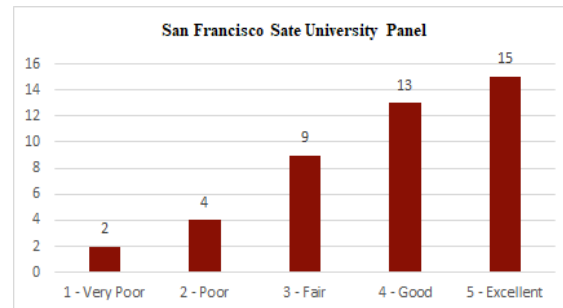


Table 13: UC Berkeley Panel

| | | |
|---------------|-----------|----------------|
| 1 - Very Poor | 0 | 0.00% |
| 2 - Poor | 1 | 2.30% |
| 3 - Fair | 1 | 2.30% |
| 4 - Good | 10 | 23.30% |
| 5 - Excellent | 31 | 72.10% |
| Total | 43 | 100.00% |

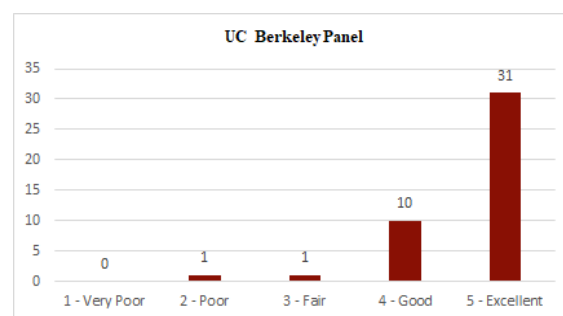


Table 14: UC Davis Panel

| | | |
|---------------|-----------|----------------|
| 1 - Very Poor | 0 | 0.00% |
| 2 - Poor | 0 | 0.00% |
| 3 - Fair | 2 | 4.70% |
| 4 - Good | 4 | 9.30% |
| 5 - Excellent | 37 | 86.00% |
| Total | 43 | 100.00% |

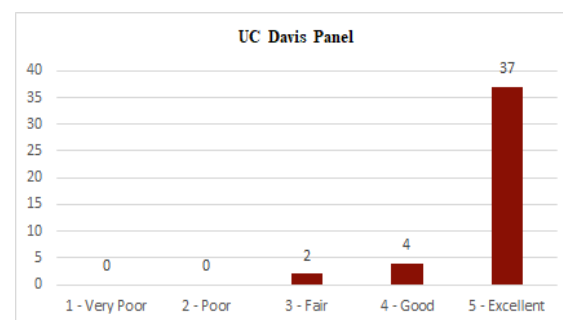
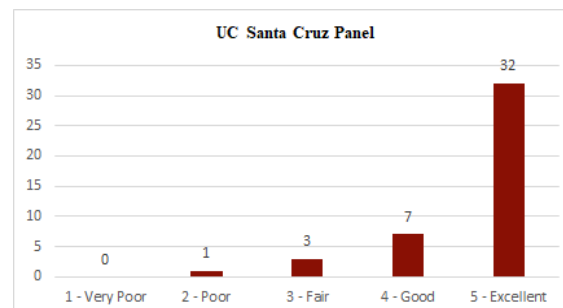


Table 15: UC Santa Cruz Panel

| | | |
|---------------|-----------|----------------|
| 1 - Very Poor | 0 | 0.00% |
| 2 - Poor | 1 | 2.30% |
| 3 - Fair | 3 | 7.00% |
| 4 - Good | 7 | 16.30% |
| 5 - Excellent | 32 | 74.40% |
| Total | 43 | 100.00% |



Programing: Campus Tours

Table 16: San Francisco State Campus Tour

| | | |
|---------------|-----------|----------------|
| 1 - Very Poor | 3 | 7.00% |
| 2 - Poor | 3 | 7.00% |
| 3 - Fair | 13 | 30.20% |
| 4 - Good | 6 | 14.00% |
| 5 - Excellent | 18 | 41.90% |
| Total | 43 | 100.00% |

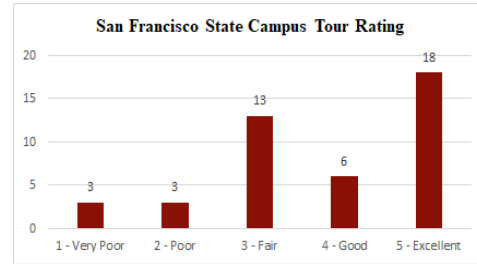


Table 17: UC Berkeley Campus Tour

| | | |
|---------------|-----------|----------------|
| 1 - Very Poor | 0 | 0.00% |
| 2 - Poor | 1 | 2.30% |
| 3 - Fair | 3 | 7.00% |
| 4 - Good | 13 | 30.20% |
| 5 - Excellent | 26 | 60.50% |
| Total | 43 | 100.00% |

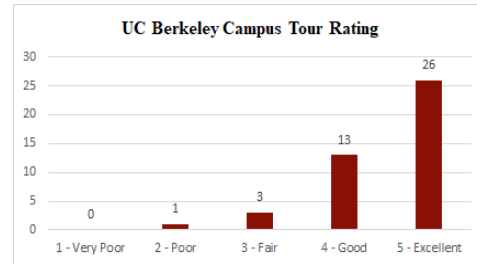


Table 18: UC Davis Campus Tour

| | | |
|---------------|-----------|----------------|
| 1 - Very Poor | 0 | 0.00% |
| 2 - Poor | 1 | 2.30% |
| 3 - Fair | 0 | 0.00% |
| 4 - Good | 3 | 7.00% |
| 5 - Excellent | 39 | 90.70% |
| Total | 43 | 100.00% |

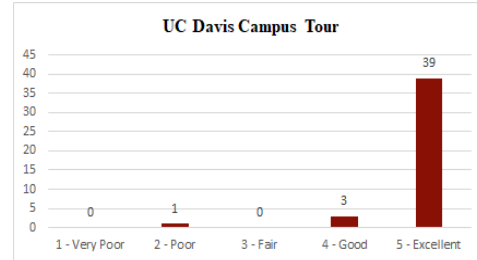
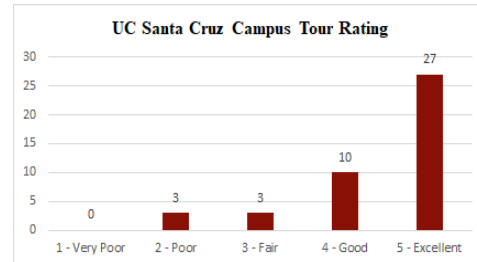


Table 19: UC Santa Cruz Campus Tour

| | | |
|---------------|-----------|----------------|
| 1 - Very Poor | 0 | 0.00% |
| 2 - Poor | 3 | 7.00% |
| 3 - Fair | 3 | 7.00% |
| 4 - Good | 10 | 23.30% |
| 5 - Excellent | 27 | 62.80% |
| Total | 43 | 100.00% |



Student Comments

"As I mentioned before, the trip was excellent but I think having a variety of tour guides by majors would help since we could then each split off to the tour guide that has a more relevant major to us and then ask them more framed questions, or have them walk us by the halls that are relevant to our major."

"Love that you bring out former Mt. SAC students"

"I think the SFSU tour should be held by more transfer students and have more discussion about the transfer programs/facilities they have."

"Make it more accessible for people with disabilities."

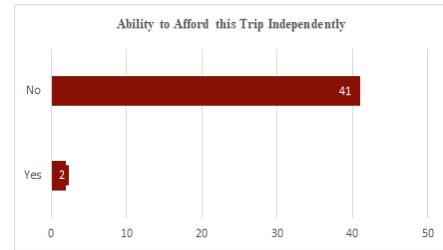
"Great guides and seem like great peer counselors"

"I enjoyed the enthusiasm those on the panels had when talking about the school they chose and why. It really came down to why they chose that campus over others, and seeing those on the panel really gave hope to being able to transfer there as well. Seeing someone who was in our place once and is now where they are is really reassuring. I was really convinced by those on the Davis panel because they spoke so highly on the community the school had and they spoke in a very genuine matter, not to say the others didn't but this one really stood out."

Overall Accommodations

Table 20: Ability to Afford this Trip Independently

| | | |
|--------------|-----------|----------------|
| Yes | 2 | 4.70% |
| No | 41 | 95.30% |
| Total | 43 | 100.00% |



Student Comments

"I'm a full-time student with no income. I depend on my financial aid payments to assist me during the semester. I wouldn't be able to take a trip like this with my family nor with a lack of income."

"I really pushed myself to make this trip happen for myself after I got accepted into it. I made sure to ask for days off at both by jobs, work extra hours the week before, and even used sick pay for the days I was gone. I also made sure to do my homework prior to leaving. I knew that if I didn't go on this trip where hotel, meals, and transportation were paid, I would most likely not be able to afford to do a trip on my own. Also with college applications and my date of transfer coming soon, I knew I had to save up to move out in the first place and visiting these campuses would be out of the question on my own."

"I am low income first generation college student; therefore, I do not have the money afford a wonderful trip like this. Furthermore, I am very grateful for associated students and student equity for providing the necessary funds for this trip."

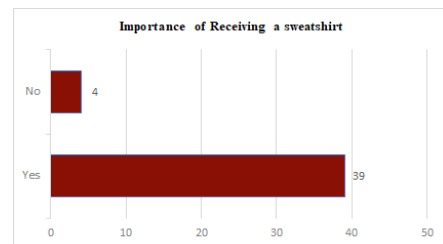
"No, I support myself and 2 kids, so my fundings are limited as a college student."

"No, due to being a single mom w/ three children I live on a budget."

Bonding Experience

Table 21: Was receiving a sweatshirt important to you?

| | | |
|--------------|-----------|----------------|
| Yes | 39 | 90.70% |
| No | 4 | 9.30% |
| Total | 43 | 100.00% |



Student Comments

"Although it's a materialistic object, the sweater is important to me because not only did it keep me warm; it reminded me that I represent Mt. SAC and that we Mounties can get as far as we'd like no matter how difficult it may seem."

"Receiving the sweatshirt was not just a nice gesture; it helped. I didn't take a sweater, and I was lucky enough that I was provided with one. I also think it is nice that the school provided one knowing that not all students have or can afford a nice sweater."

"It is something that reminds me of the school where I started, and it makes want to give back to the school in the future."

"The sweatshirt made me feel part of a team and a family, we all shared and went on this trip together and learned along the way as a team."

"I guess receiving a sweatshirt meant we participated in something more than a trip to view campuses. Anyone can just view college campuses and go on with their day, but the trip was a bonding experience that helped me connect with other students who I didn't know were in the same situation as me and helps you find a community I didn't even know existed at Mt. SAC. However, if we had not received the sweatshirt it would have been fine too, I just feel like receiving it was as staple in what the trip meant, and I feel grateful for receiving it."

"It made me feel like a part of a community that I haven't felt before. Looking back at that sweatshirt will remind me of all the good friendships made during that trip and just exactly how educational it was."

"It will be a reminder of the opportunity I was given to seek out universities I did not even think of applying to, which now I am."

"The addition of the sweatshirts solidified the importance of this trip and made me feel like we as students were cared for."

Overall Trip Organization

Table 22: Tour Publicity (flyers, emails, etc.)

| | | |
|---------------|-----------|----------------|
| 1 - Very Poor | 1 | 2.30% |
| 2 - Poor | 0 | 0.00% |
| 3 - Fair | 3 | 7.00% |
| 4 - Good | 13 | 30.20% |
| 5 - Excellent | 26 | 60.50% |
| Total | 43 | 100.00% |

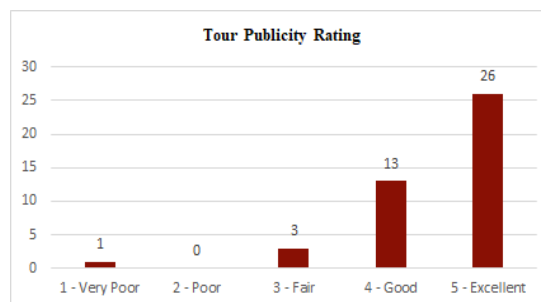


Table 23: Pre-Trip Information (orientation, etc.)

| | | |
|---------------|-----------|----------------|
| 1 - Very Poor | 0 | 0.00% |
| 2 - Poor | 1 | 2.30% |
| 3 - Fair | 0 | 0.00% |
| 4 - Good | 3 | 7.00% |
| 5 - Excellent | 39 | 90.70% |
| Total | 43 | 100.00% |

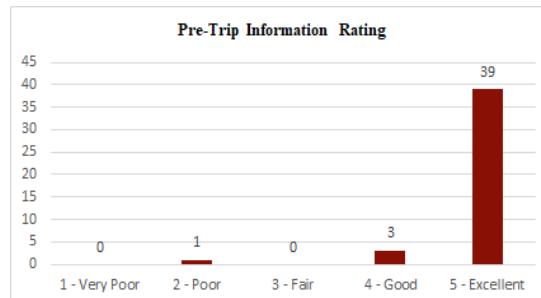
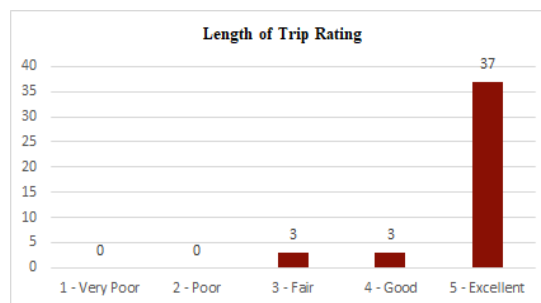


Table 24: Length of Trip (3 days/2 nights)

| | | |
|---------------|-----------|----------------|
| 1 - Very Poor | 0 | 0.00% |
| 2 - Poor | 0 | 0.00% |
| 3 - Fair | 3 | 7.00% |
| 4 - Good | 3 | 7.00% |
| 5 - Excellent | 37 | 86.00% |
| Total | 43 | 100.00% |



Student Comments

"It was an amazing trip. Lupita did a great job setting everything up for us. I appreciate all the work that went into it and everyone that participated. It made transferring that less scary and really made me excited for my future."

"This was by far one of my greatest experiences here at Mt. SAC. I met a lot of wonderful and interesting people and obtained a lot of knowledgeable information in which I may use when making the decision to which school I want to go to."

"The length of the trip felt very short; it could have been a bit longer because at times it felt like it was a race to get things moving. Publicity-wise, I think it was perfect. I was blessed enough to check my email and see of this event. SNACKS! They were perfect to have at all times in the bus and even the money given for the lunches were amazing. Personally, this trip was a once-in-a-lifetime opportunity."

"It was a great experience that gave me more of insight look on the northern university side. The food, rooms and environment were all so great; I was able to meet a few new friends along the way. Everything about the trip was fantastic. Thank you transfer services for putting all your hard work and effort to making this possible."

"If the length is longer, we can spend more time in each campus and probably visit more schools."

"Thank you to whomever approves this trip; it meant a lot to me, and possibly changed the course of my career"

Additional Comments

"The best thing about this experience was..."

"seeing that maybe the campus that I was going to apply to was not the best fit for me and that other campuses that I didn't consider are a great fit for me."

"finding my dream school, a school I had no idea existed! (And the food)"

"walking into a campus and just feeling that sense of belonging."

"the Mt. SAC alumni talking about their transfer experience because it was relateable and made you feel like you could be up there with them in the next tour."

"being able to keep up with the schedule despite the disruption of power outage. I really appreciate the effort the organizers put into."

"having counselors/transfer specialist available to answer questions!"

"actually taking a look of the campuses and talking to students who are just like me (undocumented) and seeing how far they've gotten, which inspired me to work that much harder towards my goals."

"all the information I learned. It made me feel and realize that transferring is not as hard and impossible as it seems; it inspired me."

"I think the student experience in this trip will be enhanced by..."

"remaining funded. Many other low funded students or students that are looking into these schools need a trip like this."

"more dorm tours!"

"activities that would improve students transfer material knowledge. For example, learning some methods of provoking positive self-appreciation needed to write about themselves in the Personal Insight Questions."

"I believe this trip was amazing from breakfast to the bus ride; having the power outage was a bummer since we couldn't go inside buildings."

"maybe extending it; it was very tiring at times due to the tightness of the schedule."

"The main reasons I wanted to participate in this tour was to get a feel of life on campus, and in the surrounding city, since that environment will be my 24/7 life once I transfer. Therefore, I believe the trip would be enhanced with guaranteed access to dorm rooms, several classrooms and program centers, and more free time for students to explore the local city. I would also think an extended sit down with a transfer center representative from each school would be more beneficial than the general transfer presentations."

Final Comments

"Thank you for selecting me."

"The trip was amazing ! I feel so lucky to have gone. A experience I will cherish forever."

"Made amazing friendships!"

"Overall, the trip was really enriching and is something I really recommend for others to partake in at one point before they transfer. Many who haven't gone out of SoCal don't know how different and beautiful NorCal is and would usually never consider campuses so far from us. This trip really expanded my options and considerations when applying to transfer."

"Thank you for this opportunity and I hope Mt. SAC continues to share this opportunity with many more students to come. Definitely a trip to remember! Thank you to all of the staff who have been supportive and for taking the extra step to help us during our transfer journey, not only during the trip but after as well. They are all very knowledgeable and their passion to help students doesn't go unnoticed."



Overall Northern California University Tours 2017-2019 Transfer Outcomes Report

**Responses are based on 101 students who completed the survey out of the total 135 participants.*

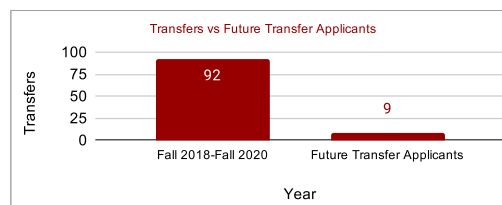
NCT 2017-2019 Cohorts Transfer Outcomes

*Responses are based on 101 students who completed the survey out of the total 135 NCT participants from 2017-2019.

Table #1: Transfers vs Future Transfer Applicants

| Transfer Year | Transfers | Percentage |
|-----------------------------|------------|------------|
| Fall 2018-Fall 2020 | 92 | 91.09% |
| *Future Transfer Applicants | 9 | 8.91% |
| Total: | 101 | 100 |

* Future Transfer Applicants include those applying for fall 2021 admission or after.

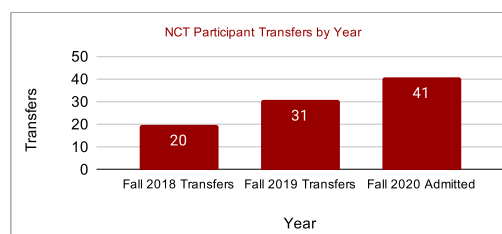


NCT Participant Transfers by Year

Table #2: NCT Participant Transfers by Year

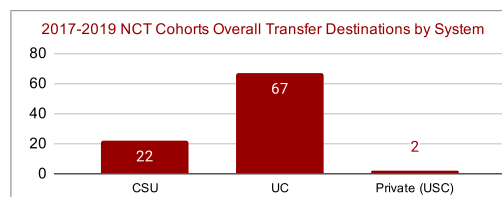
| Year | Transfers | Percentage |
|---------------------|------------|------------|
| Fall 2018 Transfers | 20 | 19.80% |
| Fall 2019 Transfers | 31 | 30.69% |
| Fall 2020 Admitted | 41 | 40.59% |
| Total: | 101 | 100 |

Note: 8.91% (9) of the respondents are future transfer applicants who plan to apply for fall 2021 admission or after.



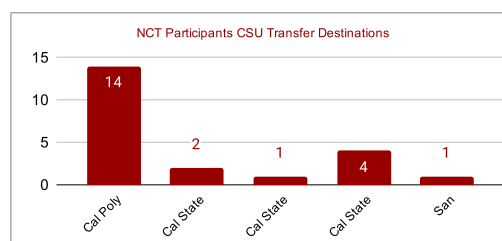
Overall Transfer Destinations by System

| Table #3: 2017-2019 NCT Cohorts Overall Transfer Destinations | Percentage |
|---|---------------|
| CSU | 22 24.18% |
| UC | 67 73.63% |
| Private (USC) | 2 2.20% |
| Total: | 91 100 |



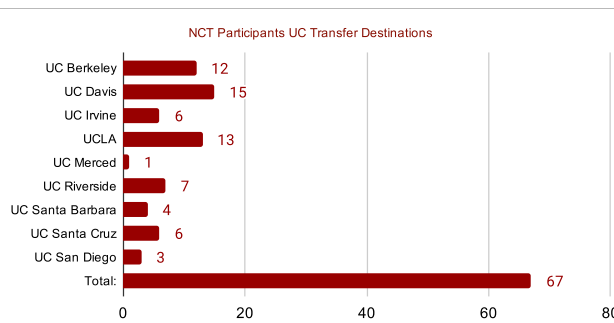
CSU Transfer Destinations by Campus

| Table #4: NCT Participants CSU Transfer Destinations | Percentage |
|--|---------------|
| Cal Poly Pomona | 14 63.64% |
| Cal State Long Beach | 2 9.09% |
| Cal State Dominguez Hills | 1 4.55% |
| Cal State Fullerton | 4 18.18% |
| San Francisco State | 1 4.55% |
| Total: | 22 100 |



UC Transfer Destinations by Campus

| Table #5: NCT Participants UC Transfer Destinations | Percentage |
|---|---------------|
| UC Berkeley | 12 17.91% |
| UC Davis | 15 22.39% |
| UC Irvine | 6 8.96% |
| UCLA | 13 19.40% |
| UC Merced | 1 1.49% |
| UC Riverside | 7 10.45% |
| UC Santa Barbara | 4 5.97% |
| UC Santa Cruz | 6 8.96% |
| UC San Diego | 3 4.48% |
| Total: | 67 100 |



Reflection

As mentioned throughout the comprehensive outcomes assessment of this program, the Northern California University Tours aim to empower students who often fall in the equity gap to persist through the transfer journey by exposing them to viable transfer options that they might have not considered before due to socio-economic barriers. The quantitative data on this section aligns with the qualitative data presented in the NCT reports from 2018-2019 and the Mountie Transfer Alumni narratives where students emphasize the critical role of being exposed to transfer options they were not aware of or did not consider as attainable ones. As reflected in this report, majority (73%) of NCT participants transferred to a UC campus, with the top three transfer destinations being a selective and/or a Northern California UC campus. The purpose of this report is not to point out a positive correlation between participating in the NCT and transferring to a selective UC campus. Instead, it serves as a guideline to continue to promote initiatives that will facilitate the transfer of underrepresented students to institutions of higher education by making informed decisions after having explored their different options.



FALL 2019 NORTHERN CALIFORNIA UNIVERSITY TOURS

Thursday, October 10 5:30am - Saturday, October 12 9:00pm

Lodging, meals and transportation will be provided!

How to apply for the Northern California University Tour:

- Visit the Career & Transfer Center between **September 16 and 19** (8:00am-7:00pm) to obtain and submit an application in person.
Applications will only be available and accepted on those days.
- Applications will be considered for the 48 seats available (students who are not initially offered a seat will be alternates and will be contacted if seats become available).
- Students will be notified about their participation by September 24.

To participate in the Northern California University Tour, you must meet these requirements:

- Submit an application in person in the Transfer Center between September 16 and 19 (8:00am-7:00pm)
- Be currently enrolled and provide proof of paid AS Activities Fee (attach Fall 2019 schedule receipt to our application)
- Have 12 units completed with at least a 2.0 GPA
- Attend a mandatory orientation on Friday, September 27 at 11:30am-1:30pm or 2pm-4pm if selected to participate (more details to follow)

FOR MORE INFORMATION

Please contact the Transfer Center (Student Services Center, 9B 2nd floor) at **909.274.6388** or **ctc@mtsac.edu**



To request disability related accommodations including sign language interpreters, alternative media and mobility services please contact Lupita De La Cruz at least 5 business days in advance at 909-274-4501 or gdelacruz2@mtsac.edu.

THE TOUR INCLUDES:



UC Berkeley



**UC DAVIS
AGGIES**

UC Davis



UC Santa Cruz



**San Francisco
State University**



San Francisco

Identify and utilize the following resources at the transfer institution to develop your support system:

Transfer Center

- ☐ Meet other fellow transfer students at this transfer hub.

Specialized Support

- ☐ Check university websites for specific programs and services for students with dependents, first-generation, former foster youth, undocumented, students with different abilities, etc.

Counseling and Advising

- ☐ Learn the difference between Academic Counselors and Departmental Advisors!
- ☐ Do your educational planning ahead to make the best of your time at the university. Hit the ground running!
- ☐ Take advantage of Peer Counselors.

Networking Opportunities

- ☐ Join your school's social media platforms.
- ☐ Initiate relationships with classmates (study groups) and professors (office hours).
- ☐ Attend social activities and events (e.g. sports events, welcome week, etc.).

Engagement Opportunities

- ☐ Get involved on campus and the community through academic opportunities (e.g. research and study abroad), volunteer and internship opportunities, on-campus employment, leadership and extracurricular activities (e.g. student clubs and organizations), etc.

UC Davis
UC Berkeley
San Francisco State Uni.
UC Santa Cruz
Mt. San Antonio College

MT. SAC
Mt. San Antonio College
TRANSFER CENTER

Student Services
Building 9B
2nd Floor

Monday - Thursday
8:00 AM - 7:00 PM
Friday
8:00 A.M. - 4:30 PM

(909) 274-6388

transfer.mtsac.edu

transfercenter@mtsac.edu

[@mtsactransfer](https://www.instagram.com/mtsactransfer)

**NORTHERN CALIFORNIA
UNIVERSITY
TOURS**

Mt. San Antonio College Transfer Center
Navigating the Road to Transfer Success

ITINERARY FALL

2019

MT. SAC
Mt. San Antonio College

Day One



| TIME | ACTIVITY |
|---------|--|
| 5:30 AM | Meet at Mt. SAC for Check-In & Departure |
| TBA | Rest Stops |
| 1:00 PM | Lunch |
| 3:00 PM | Admissions Presentation & Mountie Transfer Alumni Panel at UC Santa Cruz |
| 4:00 PM | UCSC Campus Tour led by Mountie Transfer Alumni |
| 4:45 PM | Explore UCSC |
| 5:15 PM | Depart UCSC Campus |
| 7:30 PM | Check-in at Embassy Suites Hotel |
| 8:00 PM | Dinner |
| 9:00 PM | Transfer Talks and/or UC PIQ Review (Optional) |



UC Santa Cruz



Day Two



| TIME | ACTIVITY |
|----------|--|
| 6:00 AM | Breakfast Buffet at Embassy Suites Hotel |
| 7:15 AM | Depart for UC Berkeley |
| 9:00 AM | UC Berkeley Admissions Presentation |
| 9:45 AM | Mountie Transfer Alumni Panel |
| 10:15 AM | UCB Campus Tour led by Mountie Transfer Alumni |
| 11:30 AM | Explore UCB |
| 12:30 AM | Lunch at UCB |
| 1:15 PM | Depart for SFSU |
| 3:00 PM | San Francisco State University Tour led by Mountie Transfer Alumni |
| 4:00 PM | Mountie Transfer Alumni Panel & Explore SFSU |
| 4:45 PM | Depart SFSU |
| 5:30 PM | (Tentative) Golden Gate Bridge Excursion |
| 6:15 PM | Dinner |
| 9:00 PM | Return to Embassy Suites Hotel |



UC Berkeley



Day Three

| TIME | ACTIVITY |
|----------|---|
| 7:30 AM | Breakfast Buffet at Embassy Suites Hotel |
| 8:00 AM | Embassy Suites Hotel Checkout & Depart for UC Davis |
| 9:45 AM | Arrive at UC Davis |
| 10:00 AM | UC Davis Admissions Presentation and Tour |
| 11:30 AM | Mountie Transfer Alumni Panel |
| 12:00 PM | Explore UC Davis and Lunch (Your Selection) |
| 12:45 PM | Depart UC Davis for Mt. SAC |
| TBA | Rest Stops |
| 6:30 PM | Dinner |
| 9:00 PM | Arrive @ Mt. SAC (estimated) |



UC Davis