



# Student Support and Equity Programs Undeclared Orientation Advising Assessment 2009 Assessment Report

Norma León, Coordinator, Undeclared Services  
Won Choi, Academic Advisor, Rebecca A. Cutler, Academic Advisor, Kim Huynh, Academic Advisor, Thavery Lay-Bounpraseuth, Academic Advisor, Maria Rivera-Duncan, Coordinator of Graduate Preparation and Special Populations, Amber Stroman, Educational Counselor

**Choose One:** Learning Outcome Assessment

**Date of Assessment Implementation:** June 2009 through August 2009

**Date of Report:** July 2010

## Purpose of Assessment

To assess the effectiveness of our Undeclared Orientation Advising sessions (including presentation and small group advising) in assisting students to learn the basics of degree requirements in order for them to be able to make appropriate decisions for Fall registration given their Undeclared status, so that they know why they are taking courses and if they apply towards degree units or not, etc. This assessment will help determine the effectiveness of our sessions as well as provide insight into needed changes for the future.

## Targeted Learning Outcomes

After participating in the Undeclared Orientation Advising session, students will:

1. Be able to create one appropriate schedule for the Fall Quarter with two alternative schedules on their Registration Planner.
2. Know the basic components of the General Education requirements (number of GE Areas and minimum number of units to complete)
3. Know the university's policy regarding the length of time a student may remain Undeclared.

## Assessment Methodology

- Each Undeclared Orientation participant was asked to complete an eight question assessment at the close of the session and submit it to a SSEP advisor prior to registering for fall quarter classes.
- Prior to releasing students from the advising session, advisors reviewed Registration Planners for appropriateness of student course selection and inclusion of two alternative schedules. Advisors recorded the findings of this initial review on the student Intake form.

## Results

LO 1: Data for 327 of 358 (91%) students are included for this learning outcome. We did not have appropriate data for 31 students.

- 271 (89%) participants were able to create a Fall Quarter schedule with two alternative schedules appropriate to their academic skill and course eligibility based on the first review of the Registration Planners.
- 32 (11%) participants were identified as needing to make adjustments to the original proposed schedule per Advisor recommendation.

LO 2: Of 354 undeclared orientation participants (four students attended orientation, but not our advising session), 311 (88%) submitted the Undeclared Orientation Assessment.

- 237 (76%) respondents correctly identified the number of **GE areas** included in CPP requirements.
- 256 (82%) respondents correctly identified the minimum number of **GE units** needed to fulfill degree requirements.

LO 3: Of the 354 undeclared orientation participants, 311 (88%) submitted the Undeclared Orientation Assessment.

- 291 (94%) respondents correctly identified the quarter by which they must declare a major.

In addition to the above information related to predetermined learning outcomes:

- 281 (90%) respondents correctly identified the number of times they should meet with their advisor each quarter while participating in the Undeclared Student Program.
- 274 (88%) respondents indicated they felt they were now able to interpret their test scores appropriately.
- 270 (87%) respondents indicated they felt they knew how to select courses appropriate to their skill level and course eligibility.
- 271 (87%) respondents indicated they knew how to use the Catalog to check for course pre-requisites.

## **Conclusion**

Most students that participated in the Undeclared Orientation Advising sessions learned the information that we identified as most important during this part of their college experience. The piece they learned best was the time frame they have to remain Undeclared. This is probably so because it is most relevant to them, and it is a simple piece of knowledge. General Education information is new and more intricate. It is not surprising that fewer students were able to correctly respond to the questions. However, the numbers are still high and demonstrate a good amount of knowledge gained by the student participants. A majority of students were also able to prepare a appropriate schedule for Fall with two alternatives. The number could be higher than that reported, but some data were missing.

## **Implications for Practice**

- The data shows that our Undeclared Orientation Advising sessions are helping us meet our student learning outcomes.
- Consider re-assessing students' knowledge of General Education during Winter Quarter advisement to determine the level of information they have retained and if they are utilizing the advising resources introduced to seek the information they need to know.
- Advisors must incorporate an effective strategy to ensure the collection/documentation of learning outcomes data on the student Intake form (i.e. Registration Planner review).