



Student Support and Equity Programs
EOP First-Time-Freshmen Declared Group Advising
Assessment Report

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Choose One: Learning Outcome Assessment

Date of Assessment Implementation: 6/11/2013 – 7/31/13

Date of Report: August 2013

Purpose of Assessment:

Student Support and Equity Programs' *EOP First-Time-Freshmen Declared Group Advising* is designed to establish an advising partnership between SSEP advisors and students to empower students with the tools, resources, and strategies to successfully navigate university expectations/requirements, and for students to develop an academic (graduation) plan for completing degree requirement. EOP students are asked to participate in quarterly group advising sessions which focus on specific learning objectives based on student development and first-year transition into the university.

The purpose of this assessment is to determine the effectiveness of our *EOP First-Time-Freshmen Declared Group Advising* and whether students have gained a greater understanding of university policy, procedures, requirements and expectations by way of specific learning outcomes at the conclusion of their first year in attendance at Cal Poly Pomona.

Division Learning Outcome: Self-Determination to graduate is a great part of our intention throughout the year in providing students with the tools to become self-sufficient. With each quarter we build upon our themes to provide a good foundation to pave the way for the years to come.

Targeted Learning Outcome

As a result of participating in the EOP First-Time-Freshmen Declared Group Advising, students will be able to:

- interpret the curriculum sheet to create a graduation plan;
- identify units required in order to receive financial aid;
- retrieve the cost of attendance per quarter from campus information resources and define the meaning of auxiliary fees;
- identify two study strategies they can apply to improve their academic performance;
- calculate their projected quarterly GPA and GPB;
- define different academic standing levels based on their own GPA/GPB calculation;
- develop a Graduation Planner mapping out their course plans through graduation;
- determine options necessary to complete the EO 665 requirement;

Assessment Methodology

An online assessment questionnaire was used at the conclusion of the year to measure student learning outcomes of the EOP First-Time-Freshmen Declared Group Advising participants.

Results

The online assessment questionnaire was sent to 272 participants. Eighty four (84) students completed the survey yielding a 31% response rate. Of the respondents:

- 100% correctly answered the number of units required to complete a degree in Psychology (which was used as an example for reviewing curriculum sheets)
- 97.6% correctly answered the number of general education units required to complete a degree in Psychology.
- 64.7% correctly responded to how many upper division synthesis units must be taken to complete General Education
- 85.8% correctly calculated the GPA using the sample given in the questionnaire
- 56.4% correctly identified the academic standing level (good with early warning) based on the GPA calculation sample provided
- 78.8% correctly answered what the three financial aid requirements are to meet SAP each year
- 91.7% correctly answered what the advising tools are to develop a graduation planner
- 76.1% of freshmen found calculating GPA/GPB & Understanding your Academic Standing to be the most helpful in the first year of transitioning to Cal Poly Pomona
- 42.8% strongly agreed attending the EOP Group Advising sessions was a good use of their time

Conclusion

Students who participated in EOP First-Time-Freshmen Declared Group Advising gained skills and a sense of responsibility appropriate for building their graduation plans and timeline. The approach taken in group advising sessions was to introduce themes each quarter with learning outcomes to build a foundation for the quarters to come. Student's answers reflected what students learned from the variety of advising topics and tools presented during the year to help them plan out their remaining time to graduation. It was important to teach students to be proactive academically, for example, to calculate their GPA/GPB to understand academic standing and its implications.

Implications for Practice

- Will continue to utilize Campus Labs next year, 2013-14, for EOP First-Time-Freshmen Declared Group Advising assessment as the process Plan ahead the following year to send the year-end assessment during the spring 2014 quarter to yield a higher return rate than for this assessment.
- Continue evaluating the questions on the assessment to ensure they measure the learning outcomes for each quarter. This year, some of the assessment questions were reworded to determine if learning took place. For example, the question, "How many upper division syntheses units must be taken to complete general education?" was updated from last year's question, "How many upper division classes must be taken to complete general education?" "Classes" was switched to "units" in order to match the material covered. Last year 51.6% answered correctly as compared to 64.7% this year giving us a 13.1% increase in the correct answer.