



Student Support and Equity Programs
**EOP First-Year Transfer 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-Year Transfer Group Advising* is designed to establish an advising partnership between SSEP advisors and students and 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 transition into the university from the community college.

The purpose of this assessment is to determine the effectiveness of our *EOP First-Year Transfer Group Advising* and whether students have learned and retained with 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;

Targeted Learning Outcome

As a result of participating in the EOP First-Year Transfer Group Advising, students will be able to:

- interpret the transfer credit report through Bronco Direct;
- read and interpret the Degree Progress Report on Bronco Direct;
- 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;

Assessment Methodology

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

Results

The online assessment questionnaire was sent to 115 participants. Forty six (46) students completed the survey yielding a 40% response rate. Of the respondents:

- 91% (42/46) attended Group Advising in Fall and Spring quarters; 87% (40/46) attended Group Advising in Winter quarter.
- 92% (34/37) correctly answered the number of units required to complete a degree in Psychology.
- 97% (36/37) correctly answered the number of general education units required to complete a degree in Psychology.
- 70% (26/37) correctly answered to how many upper division synthesis units must be taken to complete General Education Requirements
- 92% (34/37) answered the correct GPA calculation using the example given in the survey.
- 54% (20/37) answered the correct Academic Standing for the quarter based on GPA.
- 81% (30/37) answered correctly the Satisfactory Academic Progress requirements to maintain financial aid.
- 86% (32/37) answered correctly for what the advising tools are to help develop a graduation planner
- 58% (21/36) moderately agreed to strongly agreed that Group Advising provided them with the opportunity to network with other EOP students
- 78% (28/36) moderately agreed to strongly agreed that attending Group Advising sessions was a good use of their time.

Conclusion

Students who participated in the EOP First-Time Transfer Group Advising gained skills and developed a sense of responsibility appropriate for building their graduation plans and timeline. The approach taken in group advising sessions was to introduce targeted learning outcomes throughout the three quarters. Student's answers reflected what they learned from the variety of advising topics and tools presented during the year to help them plan out their remaining time to graduation.

Transfer students indicated their topics of interest for Group Advising are Understanding Curriculum Sheet, Advise on How to Balance the Rigor of a Quarter System, Preparation for Graduate School, Tutoring, Scholarships, and Develop a Graduation Planner.

Implications for Practice

- Results have been used for the planning of Summer Bridge and Transfer Bridge Programs, and will continue to shape our future programs and services.
- Assessment results will help us to improve and continue developing group sessions for second year and beyond.
- Evaluate the amount of material we are attempting to cover in any one session (Curriculum Sheet/Graduation Planner/General Education) to make them more concise and allow more time for students to connect with each other.
- Continue to allow students the opportunity to discuss and apply what they have learned in group advising sessions.
- Re-evaluate the advising tools for both freshmen and transfer students.