

Communication and Evaluation Unit

Freshman/Transfer Summer Program (F/TSP) Annual Satisfaction Survey

A brief anonymous 20 item survey of F/TSP participants which is distributed at the end of the Freshman/Transfer Summer Program. This on-line survey, conducted annually from 2010 thru 2014, is sent to all F/TSP students during the week following the end of the program.

AAP Community of Scholars (COS) New Member Orientation

Brief 9 item survey sent to each attendee immediately after the workshop. The survey is intended to measure the overall impact of the workshop on each participant's understanding of AAP history, mission, goals, programs and AAP's expectations of its members. This survey has been conducted at each COS Workshop since Fall 2012.

AAP Annual Year End Member Satisfaction Survey

This annual 21 item survey is intended to measure AAP member satisfaction with AAP services during each academic year. Items included inquiries regarding AAP Counseling, Peer Counseling, Mentoring, Peer Learning and other AAP offerings. This anonymous survey, containing both Likert scale options and open ended questions, also includes items intended to measure each member's experience with AAP overall and provides an opportunity for respondents to offer feedback and to share any recommendations, suggestions and their personal observations. Conducted annually 2009-2013.

F/TSP Outcome Assessment

In collaboration with the Office of Instructional Development's (OID) Center for Educational Assessment we designed and implemented a series of assessments of the Freshman/Transfer Summer Program (F/TSP). This is the first of a series of assessments on program effectiveness across the various AAP units. F/TSP was chosen to begin the assessment as it is the entry point to many of the programs and services within AAP.

This is a 30 item pre- and post-test designed to assess student knowledge of AAP programs and campus support services, as well as satisfaction based questions. The survey instrument includes a combination of open and closed-ended questions and were distributed directly to student participants at the beginning and at the end of the program. Follow up surveys are also administered during the third week of the Winter quarter. A \$25 UCLA gift card was offered to 20 randomly selected students as an incentive to increase participation. This ongoing survey was conducted during F/TSP 2013 and 2014 and will continue in subsequent program years.

Students in Academic Difficulty

This assessment, conducted with OID's Center for Educational Assessment, is reviewing data on AAP students (2005-2013) who have been in "academic difficulty" -- comparing AAP members, AAP eligible non-members, and the general non AAP UCLA undergraduate population. This effort was initiated in Summer 2014.

AAP College Counseling Unit

The AAP Counseling Survey is a Satisfaction and Impact Survey which is sent via MyUCLA to all students who have had one or more appointments with an AAP College Counselor during each quarter of the

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regular academic year (excluding summer). The purpose of the study is measure student's personal experience with their assigned AAP counselor and also at the AAP counseling reception counter. This on-line survey contains 34 items and generally takes less than ten minutes to complete. Once the survey goes off-line, we merge the survey responses with each student's demographic data obtained from the Undergraduate Education Information Technology (UIT) Unit, including number of units completed, primary major and division, and whether they entered as a freshman or a transfer student. Once the data is merged, UIT will remove the UCLA identification numbers and replaces each record with a random, computer generated identification number. At the end of each quarter a \$20 UCLA gift card is offered to three students as a reward and as an incentive to participate.

Mentoring, Research, and Peer Learning Unit

Graduate Mentoring and Research Programs

Graduate Mentoring (1-1 Appointments)

All students who meet with a graduate mentor during the academic year are sent a Graduate Mentoring and Research Programs Survey via MyUCLA each quarter after their first appointment. The survey asks students about their experience, satisfaction, and impact of meeting with a graduate student mentor.

Workshops

We offer a variety of workshops that help students prepare for and apply to graduate and professional school. At the end of each workshop, students complete a Workshop Evaluation. Questions ask not only about the facilitator but also about the content and materials shared during the workshop.

Research Cohort Programs

Students who participate in our cohort programs are given pre-test surveys that assess their experiences prior to the start of the program and the post-tests at the end of the program. Pre-tests are used as a needs assessment for graduate mentors to better assist their cohort of students. We hope to see gains in the post-test at the end of the program that involve increases in confidence, experiences, and skills that prepare students for graduate or professional school.

Students in cohort programs that require enrollment in a seminar also complete course evaluations at the end of each quarter. These evaluations assess each cohort coordinator, the seminar, and program.

McNair Research Scholars Program

In addition to the pre- and post-tests and quarterly program evaluations described above that all cohort programs complete, the McNair Program tracks alumni via the McNair Annual Alumni Survey. The survey tracks the graduate or professional school enrollment, degree attainment, and activities/employment of program alumni. All participants are tracked for at least 10 years post-baccalaureate. This information is then submitted to the US Department of Education in our Annual Progress Report as required by the grant.

McNair Scholars also participate in many activities off-campus (e.g., campus visits to various graduate programs, travel to present their research projects, and cultural activities). All participants complete evaluations of each of these activities to provide the program with formative feedback. This information is utilized each year to improve programming and direct services to students.

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Finally, each McNair Scholar also meets with the Assistant Director to complete a program exit interview. During this exit interview, students reflect on their experiences in the program collectively and we gather their future plans and contact information.

Peer Learning

Mid-Quarter Peer Learning Evaluations

Each quarter, students have two opportunities to provide feedback to their Peer Learning Facilitators (PLFs). Students anonymously complete mid-quarter evaluations on their PLFs that PLFs receive as direct, formative evaluation. Questions are open-ended and allow for constructive feedback on PLF style, sessions, and student experiences.

Final Peer Learning Evaluations

At the end of each quarter, students also assess the PLFs formally through standard evaluations in each lab, the Humanities and Social Sciences Lab and the Math and Sciences Lab. Questions on these evaluations gauge strengths and weaknesses of the PLFs, student satisfaction, and impact. The final evaluations are reviewed each quarter by the PLF Supervisors and Lab Coordinators, who then share summaries with each of the PLFs.

Peer Learning Facilitator Evaluations by Supervisor

PLF Supervisors also assess PLFs annually on their work performance. This evaluation becomes a part of the PLF's personnel file and is utilized to determine potential rehires

VIP Scholars

The VIPS Scholars study is an annual pre- and post-survey completed by VIPS summer program participants in both the 2-week and 5-week residential summer programs. The survey is designed to capture their program experience, college knowledge and assess their experience in their high schools. Focus groups are conducted with all cohort program participants during the summer program. Parents participate in focus groups during each Fall quarter. An alumni survey is also completed annually by VIPS college students across all colleges. All data is collected, analyzed, and reported by a Graduate Student Researcher with help from undergraduate research assistants.

Center for Community College Partnerships (CCCP)

All CCCP students who attend any of the Summer Programs sponsored by CCCP complete a brief pre- and post-survey designed to assess each participant's level of knowledge about college transfer requirements specifically and about higher education in general. CCCP conducts an additional pre- and post-survey on students who participate in the Scholars Program. For our grant funded cohort programs we have conducted focus groups as well. We currently are in the process of developing additional assessment tools by working with the UCLA Graduate School of Education & Information Studies - Social Research Methodology (SRM) Division.

Logic Modeling

A logic model (also known as a logical framework, theory of change, or program matrix) is a tool AAP is currently using to evaluate the effectiveness of our program(s). Logic models are usually a graphical depiction of the logical relationships between the resources, activities, outputs and outcomes of a program. While there are many ways in which logic models can be presented, the underlying purpose of constructing a logic model is to assess the "if-then" (causal) relationships between the elements of the program; if the resources are available for a program, then the activities can be implemented, if the activities are implemented successfully then certain outputs and outcomes can be expected. Each of AAP's units is currently conceptualizing their unit's efforts in a logic model framework and will then contribute to the overall AAP Logic Matrix.

Other Research

We are currently supporting Professor Gerardo Ramirez and the UCLA Research Initiative for Diversity and Equity (RIDE) in a targeted intervention designed to improve Latino student's sense of resiliency. This intervention involves informing some Latino students (N=150) about UCLA's holistic admissions criteria which looks at the unique challenges that underrepresented students face as an important marker for determining their resiliency and potential for success in college. To accomplish this we ask the intervention group subjects to complete a short task which requires them to evaluate the fictitious applications of other underrepresented students who have overcome various obstacles to apply to college. A comparison group of Latino students (N=150), who are not given the treatment instructions, serve as a comparison group to examine whether our intervention can successfully improve students' sense of resiliency and academic self-efficacy across the school year. We also predict that Latino students who receive our intervention will go on to show improved GPAs at the end of the school year.

The goal of this intervention is to help students to better understand their resiliency by introducing them to the contextualized achievement perspective that UCLA uses to evaluate students seeking admission to the university. We hope that this work will have direct implications for improving retention of underrepresented students and help to affirm UCLA's commitment to contextually understand the strengths of their undergraduate student body.