

# **Academic Advancement Program (AAP)**

## **Counseling Assessment**

**Fall 2015**

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# AAP Counseling Assessment, Fall 2015

## Introduction

## Program Background

### About AAP Counseling

As of January 2015, AAP Counseling has eight full-time counselors who have been with AAP Counseling ranging from one to twenty-six years. There are thirteen peer counselors who were trained by going through a counseling course and partaking in two training sessions to equip them with counseling skills. Counseling appointments are one-on-one sessions that typically run from half an hour to a full hour. Counselors are expected to know about the University academic rules and policies, program planning, and they help facilitate different student transitions into the university. Full time counselors also serve in different committees in the university that addresses various issues on campus.

### About Graduate Mentoring and Research Programs

Graduate Mentors are current UCLA graduate students who act as counselors to UCLA students and alumni who are interested in attending graduate and professional school. One-on-one thirty minute appointments are help to provide mentorship provided for the entire graduate and professional school application process. In academic year 2014-2015, there were eighteen graduate mentors. Each of the graduate mentors also act as facilitators and coordinators for the six cohort-based research programs that AAP offers:

- Arts (IN)itiative (ArtsIN) Scholars Program
- Community Development and Social Justice (CDSJ) Program
- Educators for Tomorrow (EFT) Program
- High AIMS Program
- McNair Research Scholars Program
- Research Rookies
- UnDocuBruins Research Program

In addition to holding counseling appointments and coordinating the different research programs, each graduate mentor also conducts workshops throughout the year about different topics involving graduate and professional schools such as resume writing and asking for letters of recommendation.

## Appointment System

Counselor Desktop is the system used by students to create appointments with counselors and graduate mentors. Advance appointments are held between 8:00AM and 12:00PM. Same day counseling appointments are available from 1:00PM to 5:00PM. About 85% of appointments are filled throughout the quarter. Finals week have the least appointments.

## Academic Counselor Activities

Aside from regular counseling sessions held by academic counselors, they also participate in other activities within AAP such as:

- Course ED 92F (for the summer transition programs):
  - o Counselors lead discussions and workshops of about 25-100 students to inform them of the different resources on campus.
  - o Workshops are conducted about six times during the summer.
  - o Workshops are also conducted in dorm dining halls
- Bruin Day and other similar events

## Graduate Mentor Activities

In addition to holding counseling appointments and coordinating the different research programs, each graduate mentor also conducts workshops throughout the year about different topics involving graduate and professional schools such as resume writing and asking for letters of recommendation.

## Current Evaluation Efforts

AAP Counseling and Graduate Mentoring use a few measures to evaluate their activities. The counselor survey is conducted via counselor desktop to evaluate the one-on-one counseling sessions. There is approximately a fifteen percent response rate. Three gift cards to ASUCLA are used as incentives for completing the counselor survey. There is an approximate fifteen percent response rate according to the counseling director. In addition to the counselor survey, AAP Counseling and Graduate Mentoring also administer workshop evaluation forms for the different workshops that they conduct throughout the year.

## Data

### Variables

The population analyzed for this assessment consists of all AAP cohort that enrolled during Fall 2009. This includes both freshmen and transfer students. Several variables are analyzed to gain a better understanding of the cohort. These are the variables gathered:

- Age
- Gender
- Ethnicity
- Residency Status
- College Honors Status
- Admit Type
- Admit Term
- Cumulative GPA
- Count of AAP Counseling Appointments
- Dates of Counseling Appointments
- Time to Degree
- Count of Withdrawals
- Count of Academic Actions
- Count of Dean's Honor List
- Degree Awarded

### Population Size

AAP cohort for Fall 2009 consisted of 1,216 first-time enrolled students in total.

Overall, UCLA had 4,472 first-time enrolled freshmen and 3,423 first-time enrolled transfers. Combined, that is a total of 7,895 first-time enrolled students for Fall 2009.

The AAP cohort of first-time enrolled students formed 15% of the total first-time enrolled students at UCLA for Fall 2009. For the freshmen population, approximately 19% were AAP students. In addition, 11% of the transfer population was AAP students.

### Time Frame

The data gathered was from Fall 2009 until Fall 2014.

### Advanced Degrees

As of Fall 2014, 11 students finished advanced degrees at UCLA in addition to their undergraduate degrees.

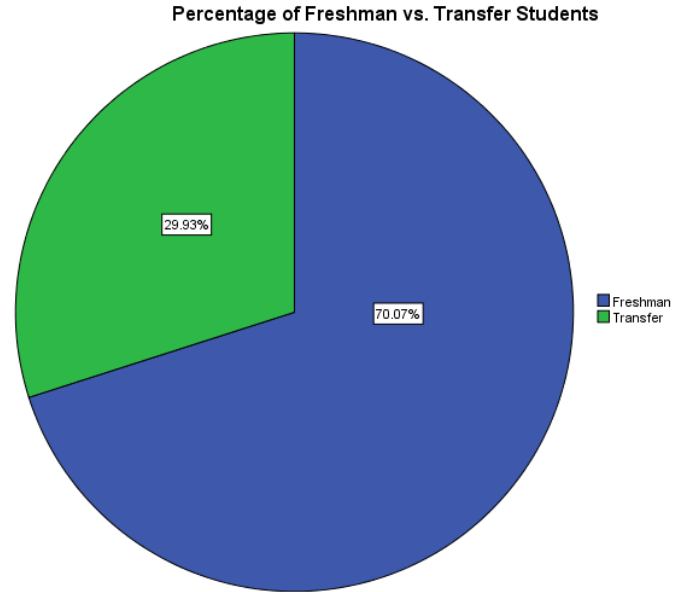
## Descriptive Statistics

### Admission Type

*Refers to the type of admission a student had during first enrollment at UCLA.*

	Frequency	Percent
Freshman	852	70.1
Transfer	364	29.9
Total	1216	100.0

Approximately seventy percent of the AAP cohort in 2009 consisted of freshman admits and about thirty percent were transfer students.



### Age at Admission

*Refers to the age of a student at the time of first enrollment at UCLA.*

#### Freshman

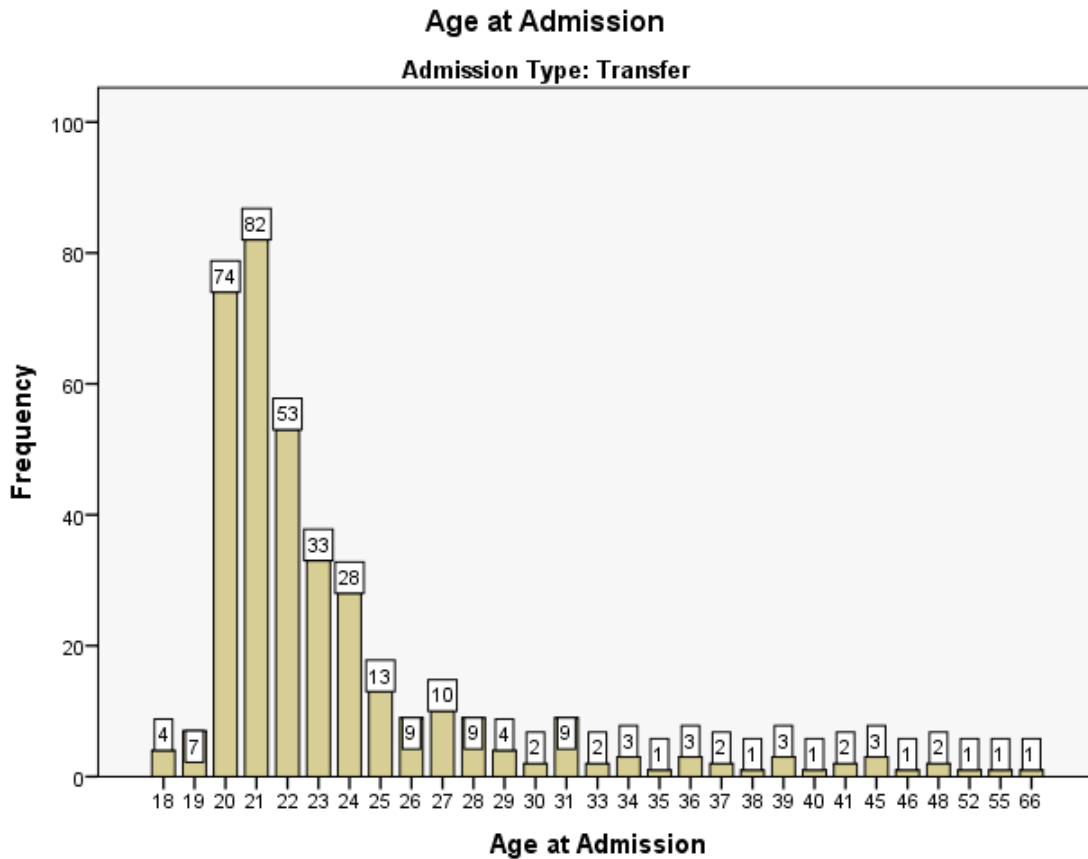
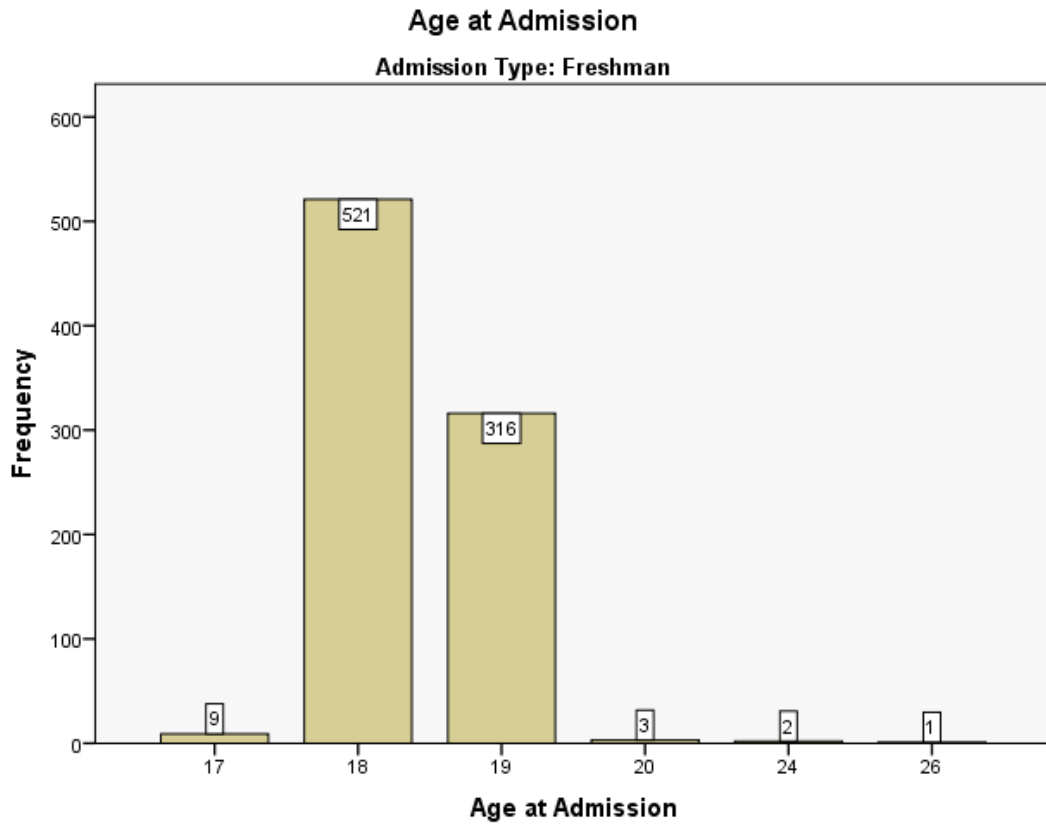
N	852
Mean	18.39
Mode	18
Std. Deviation	.635

The majority of freshman admits are aged 18. Range of their ages is from 17 to 26.

#### Transfer

N	364
Mean	23.77
Mode	21
Std. Deviation	5.959

The majority of transfer admits are aged 21. Range of their ages is from 18 to 66.



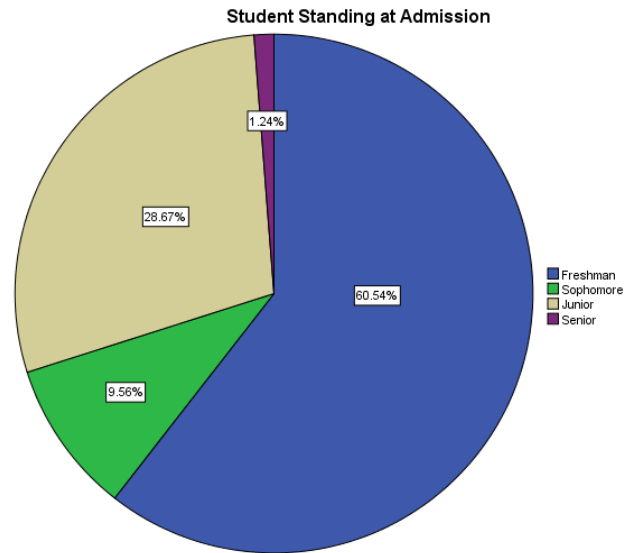


## Student Level

Refers to the student standing a student had when first admitted to UCLA, based on college credits they had accumulated prior to starting.

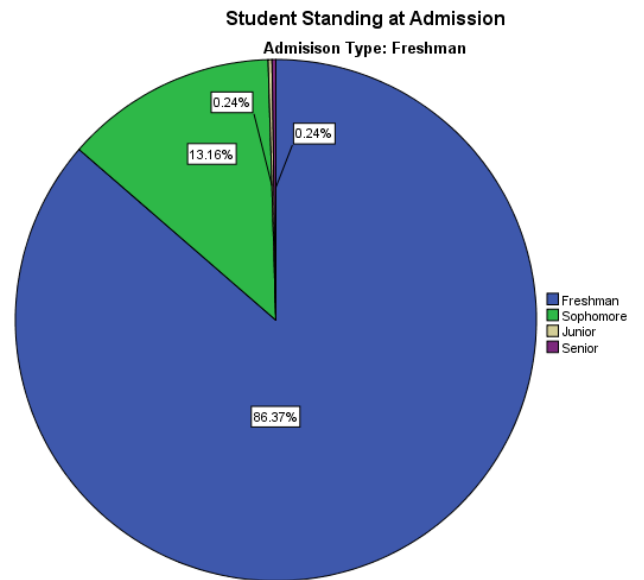
### All AAP

	Frequency	Percent
Freshman	735	60.4
Sophomore	116	9.5
Junior	348	28.6
Senior	15	1.2
Total	1214	99.8
No Data	2	.2
<b>Total</b>	<b>1216</b>	<b>100.0</b>



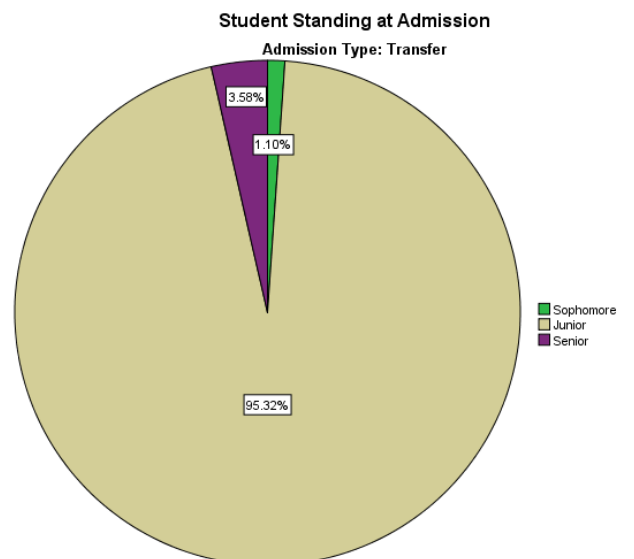
### Freshman Admits

	Frequency	Percent
Freshman	735	86.3
Sophomore	112	13.1
Junior	2	.2
Senior	2	.2
Total	851	99.9
No Data	1	.1
<b>Total</b>	<b>852</b>	<b>100.0</b>



### Transfer Students

	Frequency	Percent
Sophomore	4	1.1
Junior	346	95.1
Senior	13	3.6
Total	363	99.7
No Data	1	.3
<b>Total</b>	<b>364</b>	<b>100.0</b>

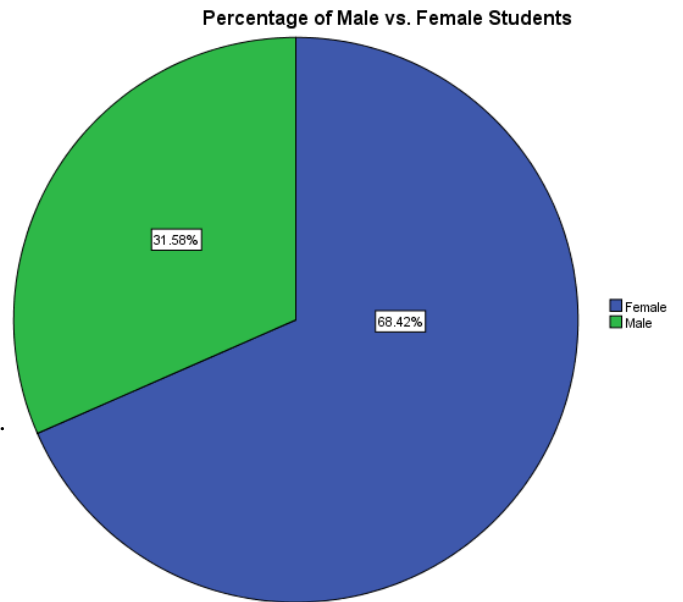


## Gender

Refers to the self-reported gender of a student.

	Frequency	Percent
Female	832	68.4
Male	384	31.6
Total	1216	100.0

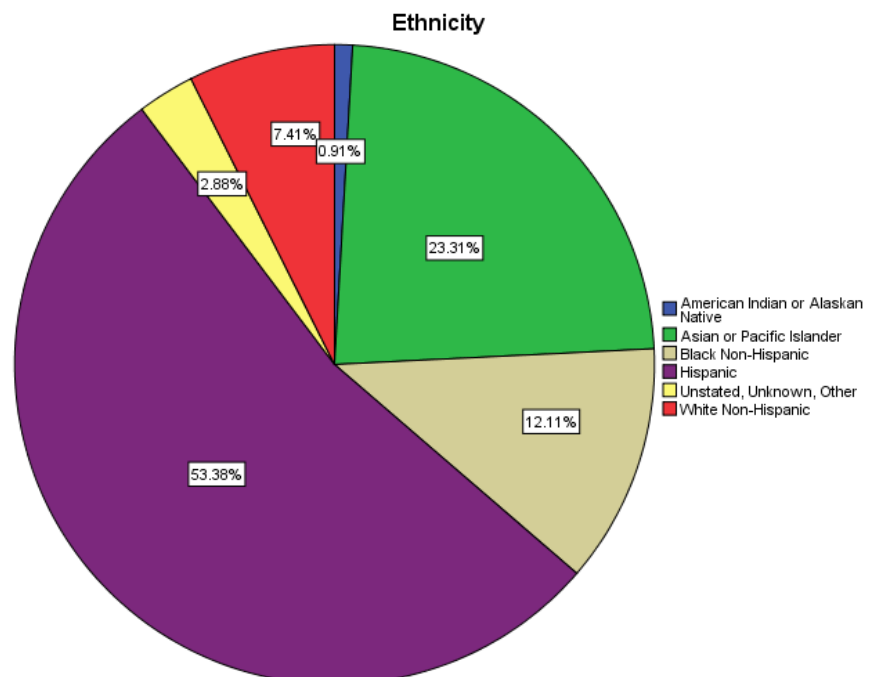
AAP cohort 2009 consisted of 68% Females and 32% Males.



## Ethnicity

Refers to the self-reported ethnicity of a student.

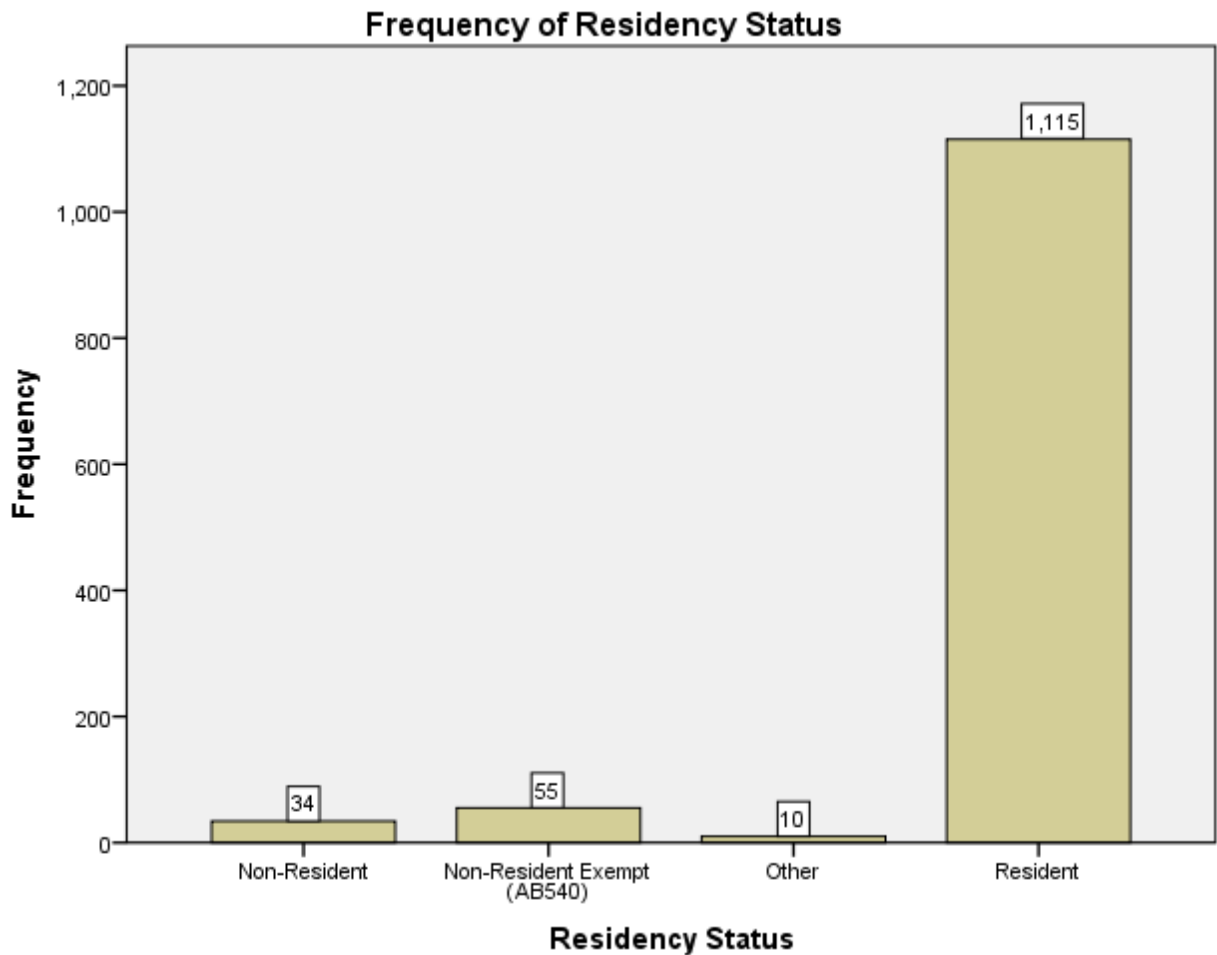
	Frequency	Percent
American Indian or Alaskan Native	11	.9
Asian or Pacific Islander	283	23.3
Black Non-Hispanic	147	12.1
Hispanic	648	53.3
Unstated, Unknown, Other	35	2.9
White Non-Hispanic	90	7.4
Total	1214	99.8
No Data	2	.2
Total	1216	100.0



## Residency Status

Refers to the type of residency student possess at admission to UCLA according to Registrars.

	Frequency	Percent
Non-Resident	34	2.8
Non-Resident Exempt (AB540)	55	4.5
Other	10	.8
Resident	1115	91.7
Total	1214	99.8
No Data	2	.2
<b>Total</b>	<b>1216</b>	<b>100.0</b>

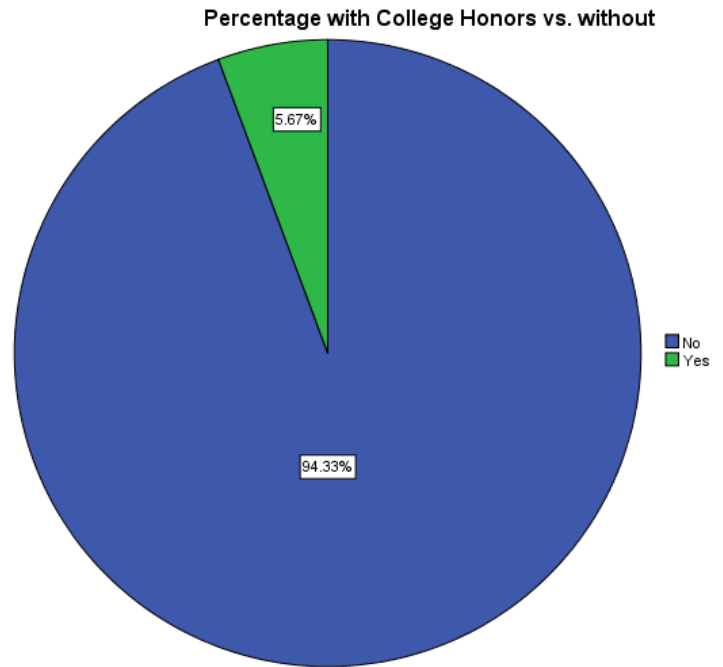


## College Honors

*Refers to attainment of College Honors.*

	Frequency	Percent
No	1147	94.3
Yes	69	5.7
Total	1216	100.0

So far, about six percent of all AAP students from the 2009 cohort graduated with college honors.

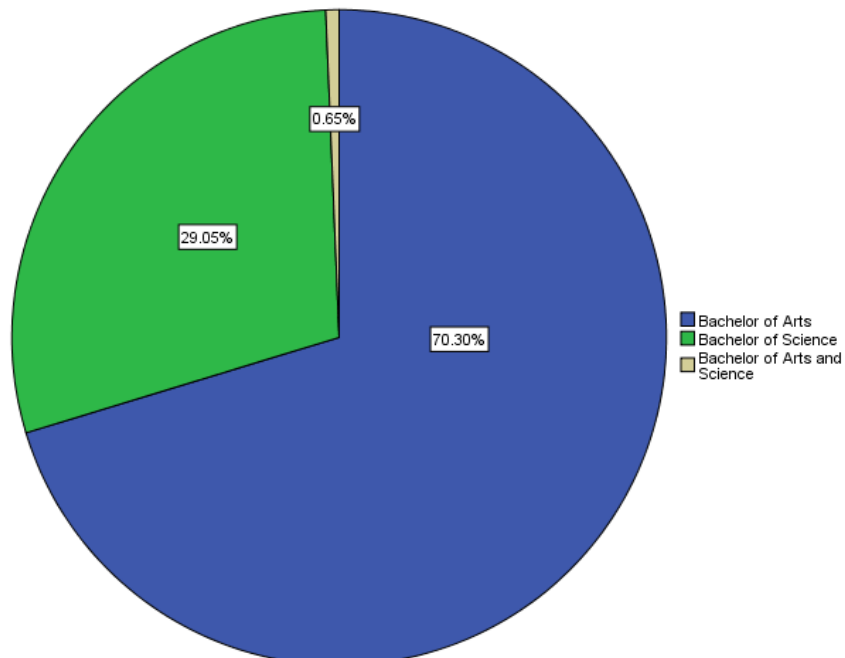


## Degrees Awarded

*Refers to the type of degree awarded to a student.*

	Frequency	Percent
Bachelor of Arts	755	62.1
Bachelor of Science	312	25.7
Bachelor of Arts and Science	7	.6
Total	1074	88.3
Have not Graduated	142	11.7
Total	1216	100.0

Percentage of Degrees Awarded by Fall 2014



## Term Degree Awarded

Refers to the term a student obtained their undergraduate degree at UCLA.

### Freshmen

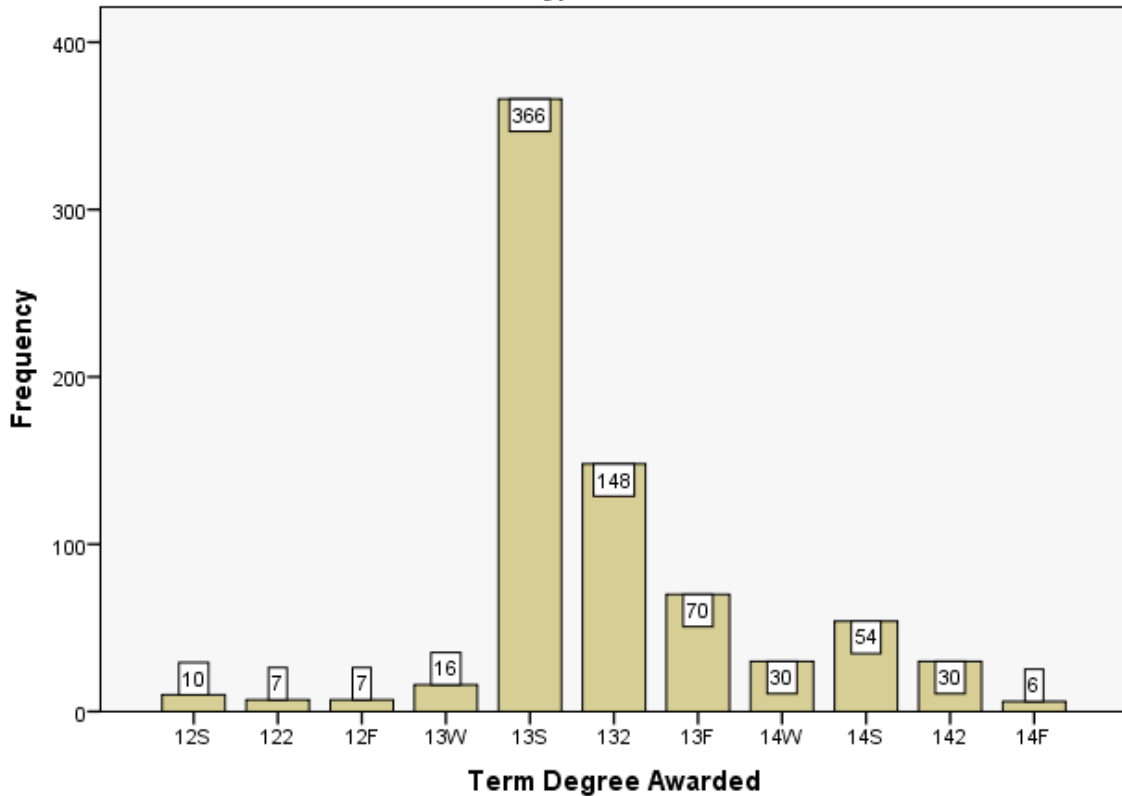
N	744
Mode	13S

As of Fall 2014, 744 of the 852 AAP freshmen admits from 2009 have received their undergraduate degrees. That is a graduation rate of 87.3%. Most of them (49.2%) graduated in four years by Spring 2013.

	Frequency	Percent
12S	10	1.3
122	7	.9
12F	7	.9
13W	16	2.2
13S	366	49.2
132	148	19.9
13F	70	9.4
14W	30	4.0
14S	54	7.3
142	30	4.0
14F	6	.8
Total	744	100.0

### Term Degree Awarded

Admission Type: Freshman



## Transfers

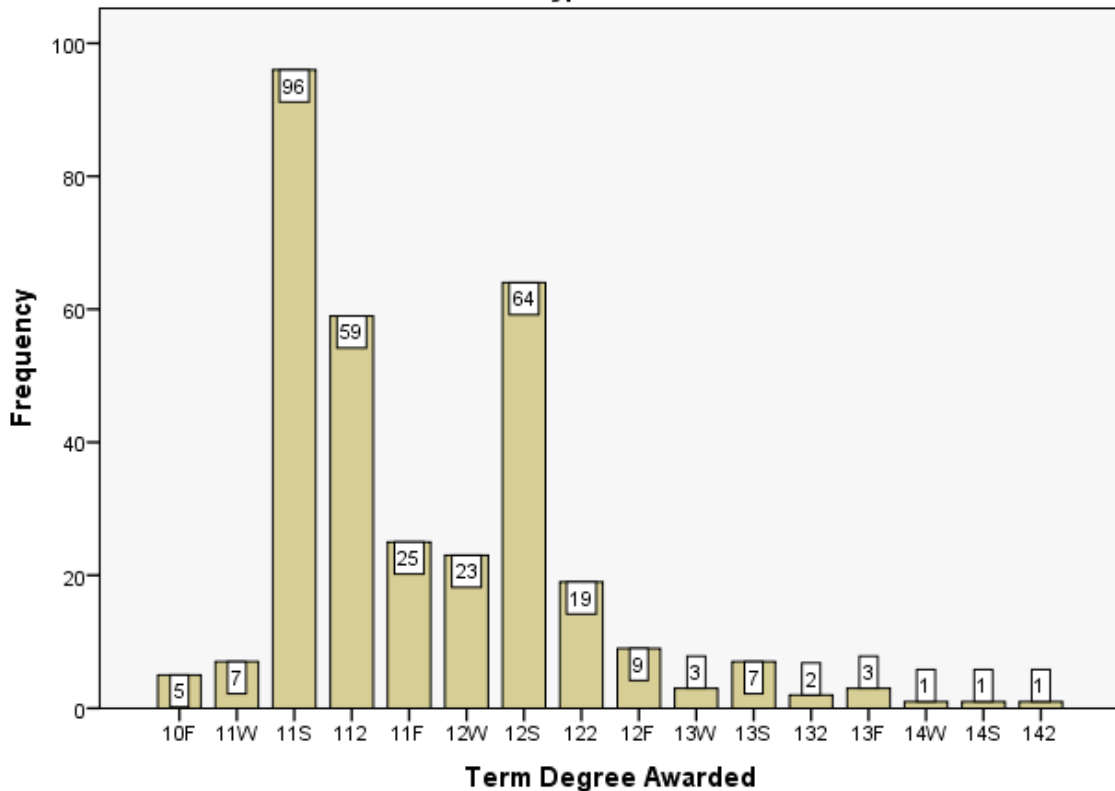
N	325
Mode	11S

As of Fall 2014, 325 of the 364 AAP transfer admits from 2009 have received their undergraduate degrees. That is a graduation rate of 89.3%. Most of them (29.5%) graduated in two years by Spring 2011.

	Frequency	Percent
10F	5	1.5
11W	7	2.2
11S	96	29.5
112	59	18.2
11F	25	7.7
12W	23	7.1
12S	64	19.7
122	19	5.8
12F	9	2.8
13W	3	.9
13S	7	2.2
132	2	.6
13F	3	.9
14W	1	.3
14S	1	.3
142	1	.3
Total	325	100.0

### Term Degree Awarded

Admission Type: Transfer

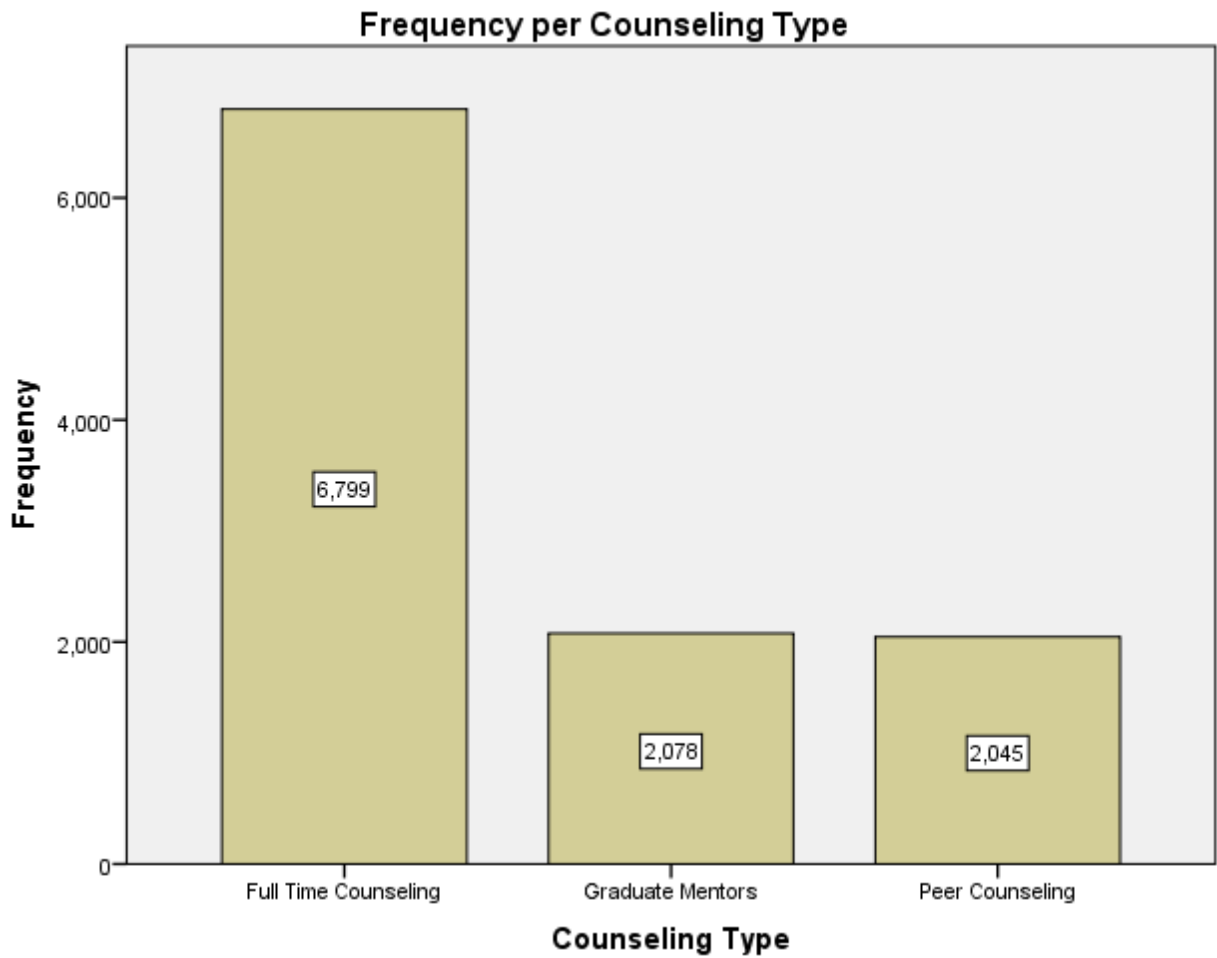


## Type of Counseling Appointment

Refers to the type of AAP counseling received by a student.

Note: The appointments span from September 1, 2009 until April 16, 2015.

Type of Counseling Appointment	Frequency	Percent
Full Time Counseling	6799	62.3
Graduate Mentors	2078	19.0
Peer Counseling	2045	18.7
Total	10922	100.0

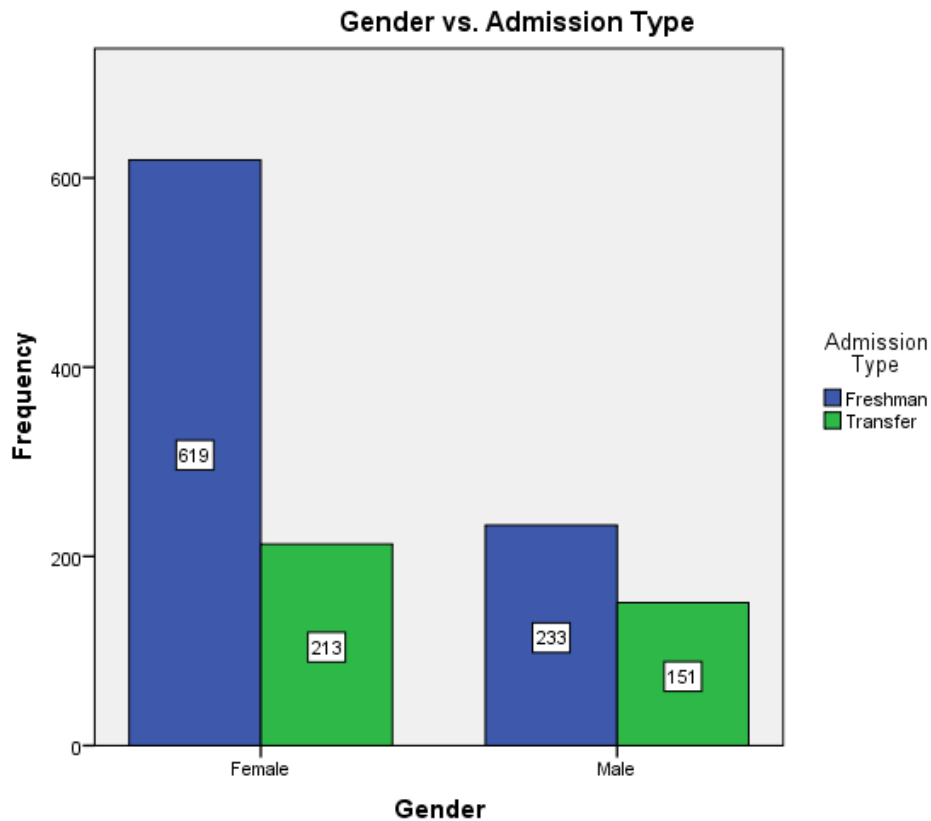


## Data Analysis

### Gender vs. Admission Type

			Admission Type		Total
			Freshman	Transfer	
Gender	Female	Count	619	213	832
		% within Gender	74.4%	25.6%	100.0%
		% within Admission Type	72.7%	58.5%	68.4%
Male	Male	Count	233	151	384
		% within Gender	60.7%	39.3%	100.0%
		% within Admission Type	27.3%	41.5%	31.6%
Total	Total	Count	852	364	1216
		% within Gender	70.1%	29.9%	100.0%
		% within Admission Type	100.0%	100.0%	100.0%

Based on a chi-square test for independence, there is a statistically significant association between Gender and Admission Type,  $\chi^2(1, N = 1216) = 23.59, p < .001$ . Gender has a small to moderate effect on Admission Type ( $\alpha = .14$ ).

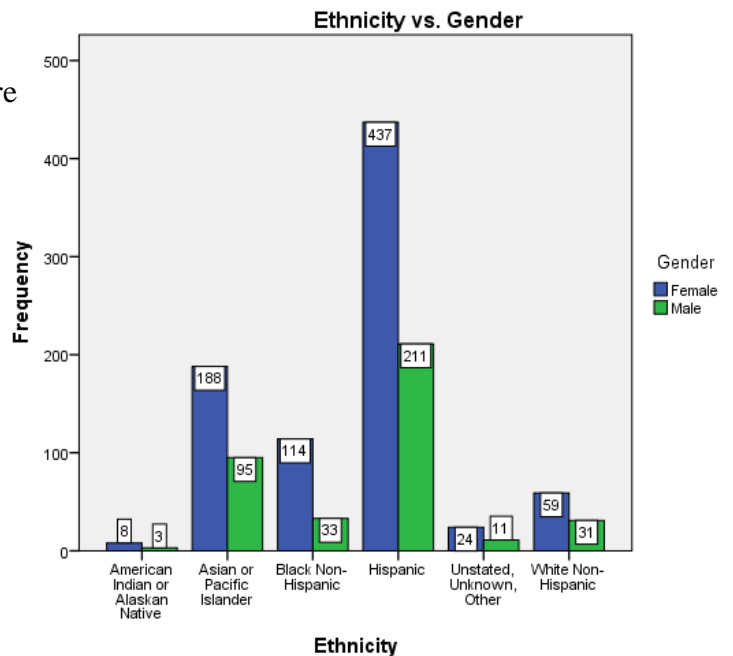




## Ethnicity vs. Gender

			Gender		Total
			Female	Male	
Ethnicity	American Indian or Alaskan Native	Count	8	3	11
		% within Ethnicity	72.7%	27.3%	100.0%
		% within Gender	1.0%	0.8%	0.9%
	Asian or Pacific Islander	Count	188	95	283
		% within Ethnicity	66.4%	33.6%	100.0%
		% within Gender	22.7%	24.7%	23.3%
	Black Non-Hispanic	Count	114	33	147
		% within Ethnicity	77.6%	22.4%	100.0%
		% within Gender	13.7%	8.6%	12.1%
	Hispanic	Count	437	211	648
		% within Ethnicity	67.4%	32.6%	100.0%
		% within Gender	52.7%	54.9%	53.4%
	Unstated, Unknown, Other	Count	24	11	35
		% within Ethnicity	68.6%	31.4%	100.0%
		% within Gender	2.9%	2.9%	2.9%
	White Non-Hispanic	Count	59	31	90
		% within Ethnicity	65.6%	34.4%	100.0%
		% within Gender	7.1%	8.1%	7.4%
Total		Count	830	384	1214
		% within Ethnicity	68.4%	31.6%	100.0%
		% within Gender	100.0%	100.0%	100.0%

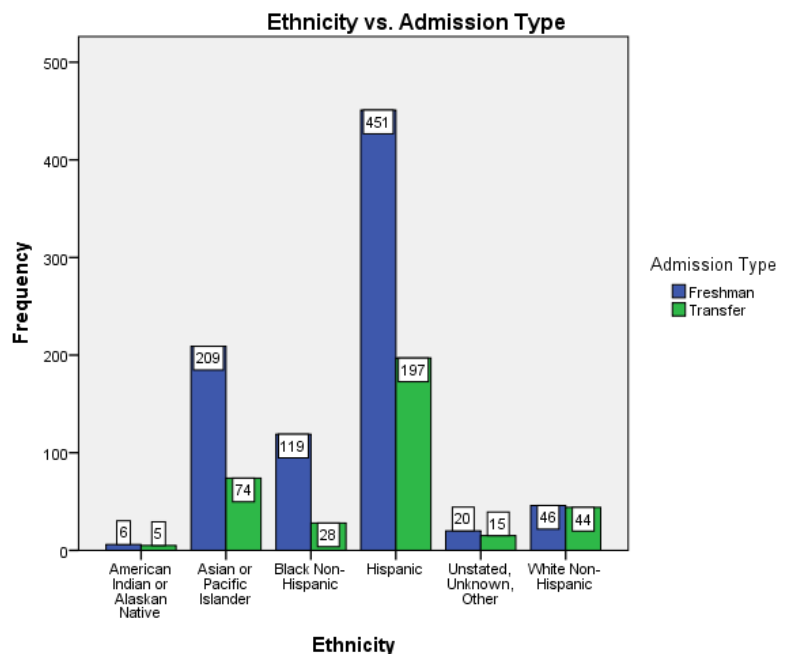
Based on a chi-square test of independence, there is not enough evidence to show that there is a significant association between Ethnicity and Gender.



## Ethnicity vs. Admission Type

			Admission Type		Total
			Freshman	Transfer	
Ethnicity	American Indian or Alaskan Native	Count	6	5	11
		% within Ethnicity	54.5%	45.5%	100.0%
		% within Admission Type	0.7%	1.4%	0.9%
	Asian or Pacific Islander	Count	209	74	283
		% within Ethnicity	73.9%	26.1%	100.0%
		% within Admission Type	24.6%	20.4%	23.3%
	Black Non-Hispanic	Count	119	28	147
		% within Ethnicity	81.0%	19.0%	100.0%
		% within Admission Type	14.0%	7.7%	12.1%
	Hispanic	Count	451	197	648
		% within Ethnicity	69.6%	30.4%	100.0%
		% within Admission Type	53.0%	54.3%	53.4%
	Unstated, Unknown, Other	Count	20	15	35
		% within Ethnicity	57.1%	42.9%	100.0%
		% within Admission Type	2.4%	4.1%	2.9%
	White Non-Hispanic	Count	46	44	90
		% within Ethnicity	51.1%	48.9%	100.0%
		% within Admission Type	5.4%	12.1%	7.4%
Total		Count	851	363	1214
		% within Ethnicity	70.1%	29.9%	100.0%
		% within Admission Type	100.0%	100.0%	100.0%

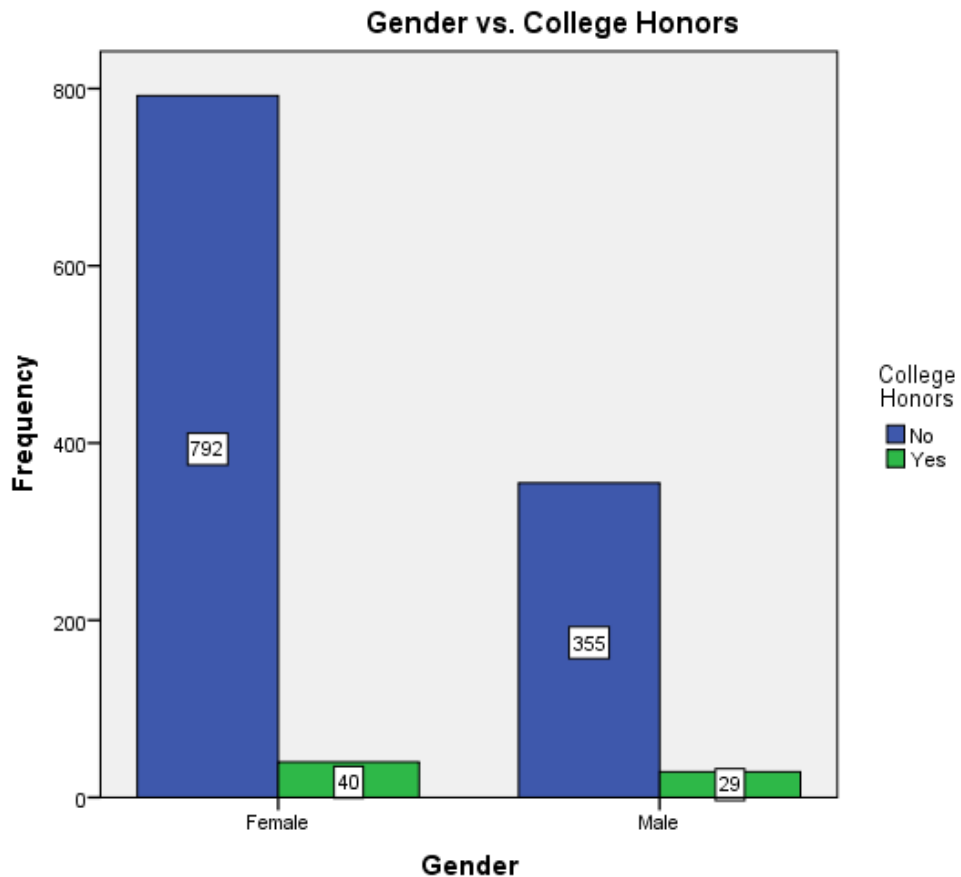
Based on a chi-square test for independence, there is a statistically significant association between Ethnicity and Admission Type,  $\chi^2(5, N = 1214) = 29.79, p < .001$ . Ethnicity has a small to moderate effect on Admission Type ( $\alpha = .16$ ).



## Gender vs. College Honors

			College Honors		Total
			No	Yes	
Gender	Female	Count	792	40	832
		% within gender	95.2%	4.8%	100.0%
		% within College Honors	69.0%	58.0%	68.4%
Male	Male	Count	355	29	384
		% within gender	92.4%	7.6%	100.0%
		% within College Honors	31.0%	42.0%	31.6%
Total	Total	Count	1147	69	1216
		% within gender	94.3%	5.7%	100.0%
		% within College Honors	100.0%	100.0%	100.0%

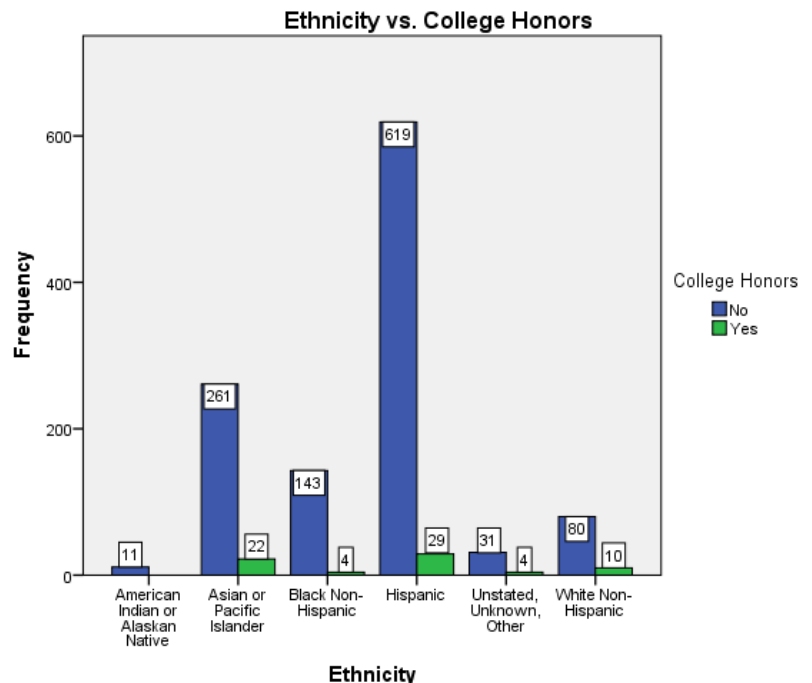
Based on a chi-square test of independence, there is not enough evidence to show that there is a significant association between Gender and College Honors.



## Ethnicity vs. College Honors

			College Honors		Total
			No	Yes	
Ethnicity	American Indian or Alaskan Native	Count	11	0	11
		% within Ethnicity	100.0%	0.0%	100.0%
		% within College Honors	1.0%	0.0%	0.9%
	Asian or Pacific Islander	Count	261	22	283
		% within Ethnicity	92.2%	7.8%	100.0%
		% within College Honors	22.8%	31.9%	23.3%
	Black Non-Hispanic	Count	143	4	147
		% within Ethnicity	97.3%	2.7%	100.0%
		% within College Honors	12.5%	5.8%	12.1%
	Hispanic	Count	619	29	648
		% within Ethnicity	95.5%	4.5%	100.0%
		% within College Honors	54.1%	42.0%	53.4%
	Unstated, Unknown, Other	Count	31	4	35
		% within Ethnicity	88.6%	11.4%	100.0%
		% within College Honors	2.7%	5.8%	2.9%
	White Non-Hispanic	Count	80	10	90
		% within Ethnicity	88.9%	11.1%	100.0%
		% within College Honors	7.0%	14.5%	7.4%
Total		Count	1145	69	1214
		% within Ethnicity	94.3%	5.7%	100.0%
		% within College Honors	100.0%	100.0%	100.0%

Based on a chi-square test for independence, there is a statistically significant association between Ethnicity and College Honors,  $\chi^2(5, N = 1214) = 14.24, p < .05$ . Ethnicity has a small effect on College Honors ( $\alpha = .11$ ).



# Cumulative GPA Analysis

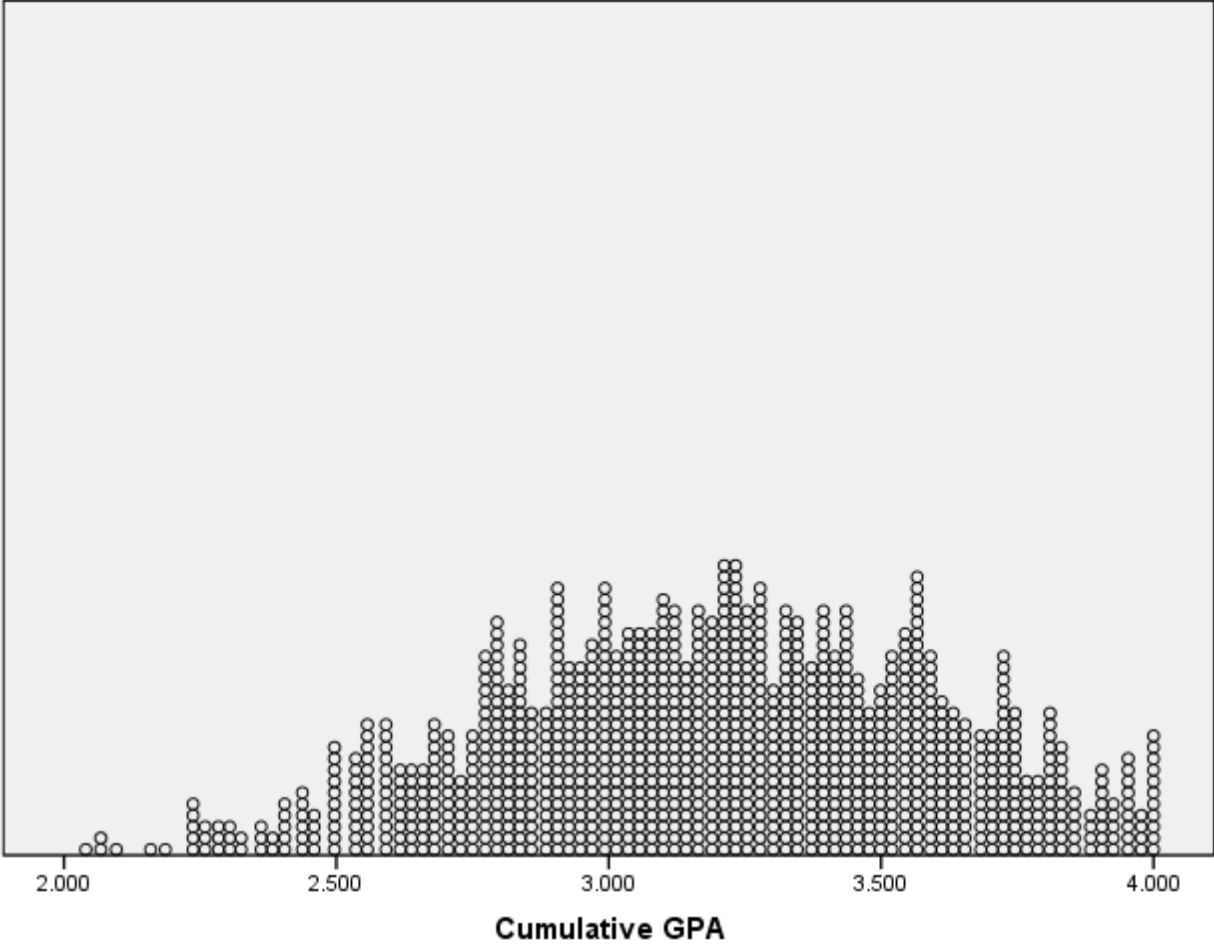
## Overall

*Both freshmen and transfer students cumulative GPA.*

**Descriptive Statistics**

	N	Mean	Std. Deviation
Cumulative GPA	1069	3.19104	.399734

**Distribution of Cumulative GPA for All AAP Students**

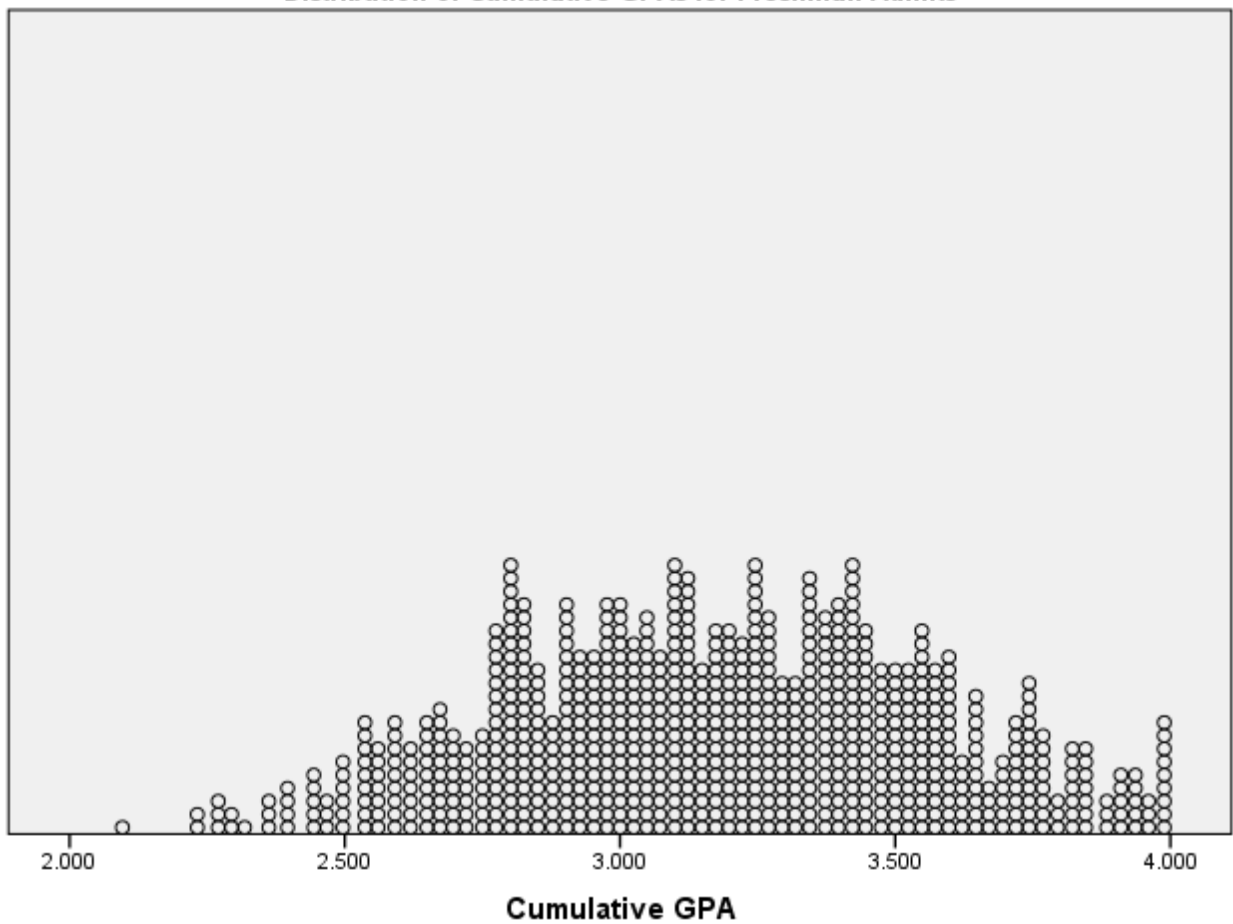


## Freshmen

### Descriptive Statistics

	N	Mean	Std. Deviation
Cumulative GPA	744	3.17422	.383541

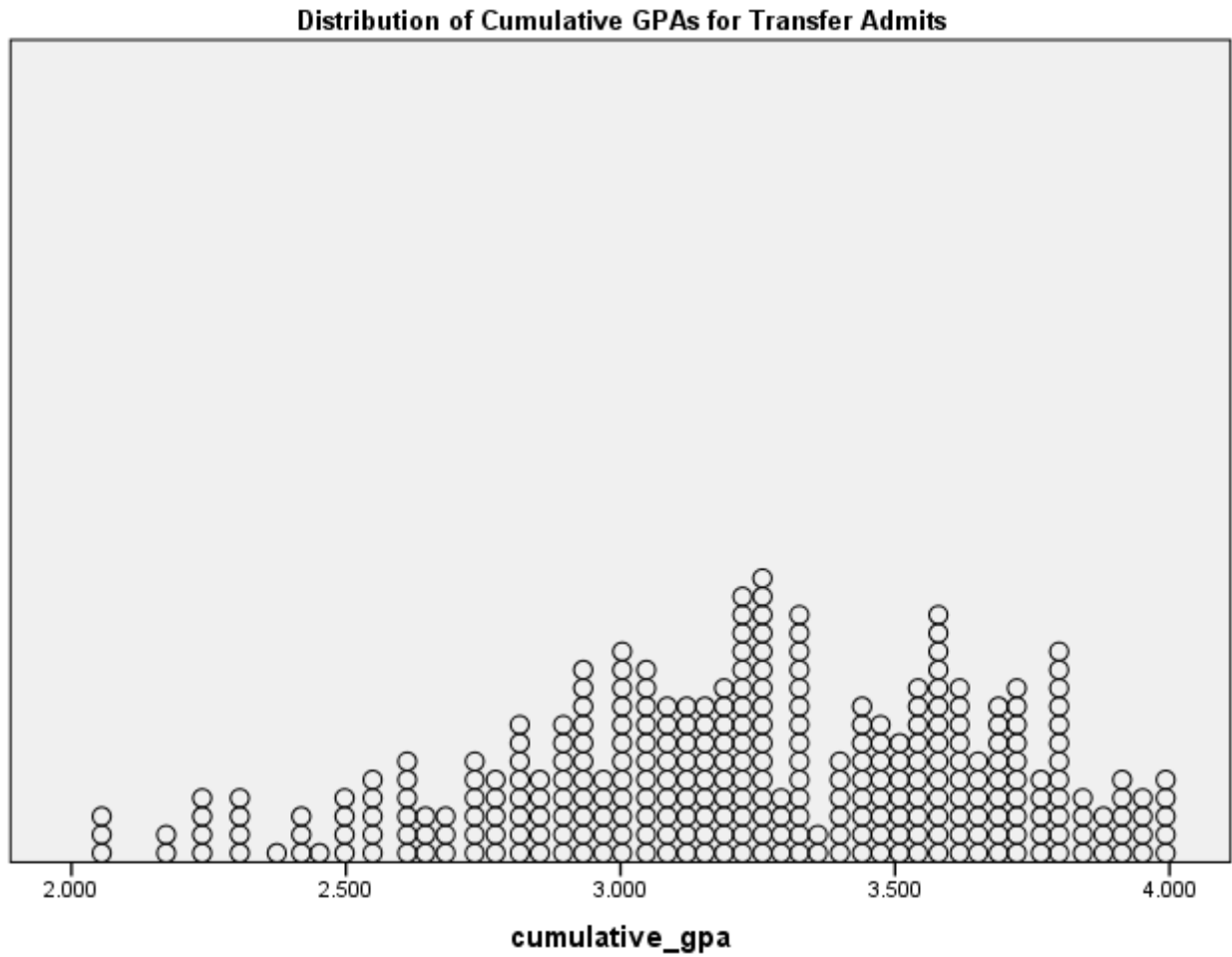
Distribution of Cumulative GPAs for Freshman Admits



## Transfers

### Descriptive Statistics

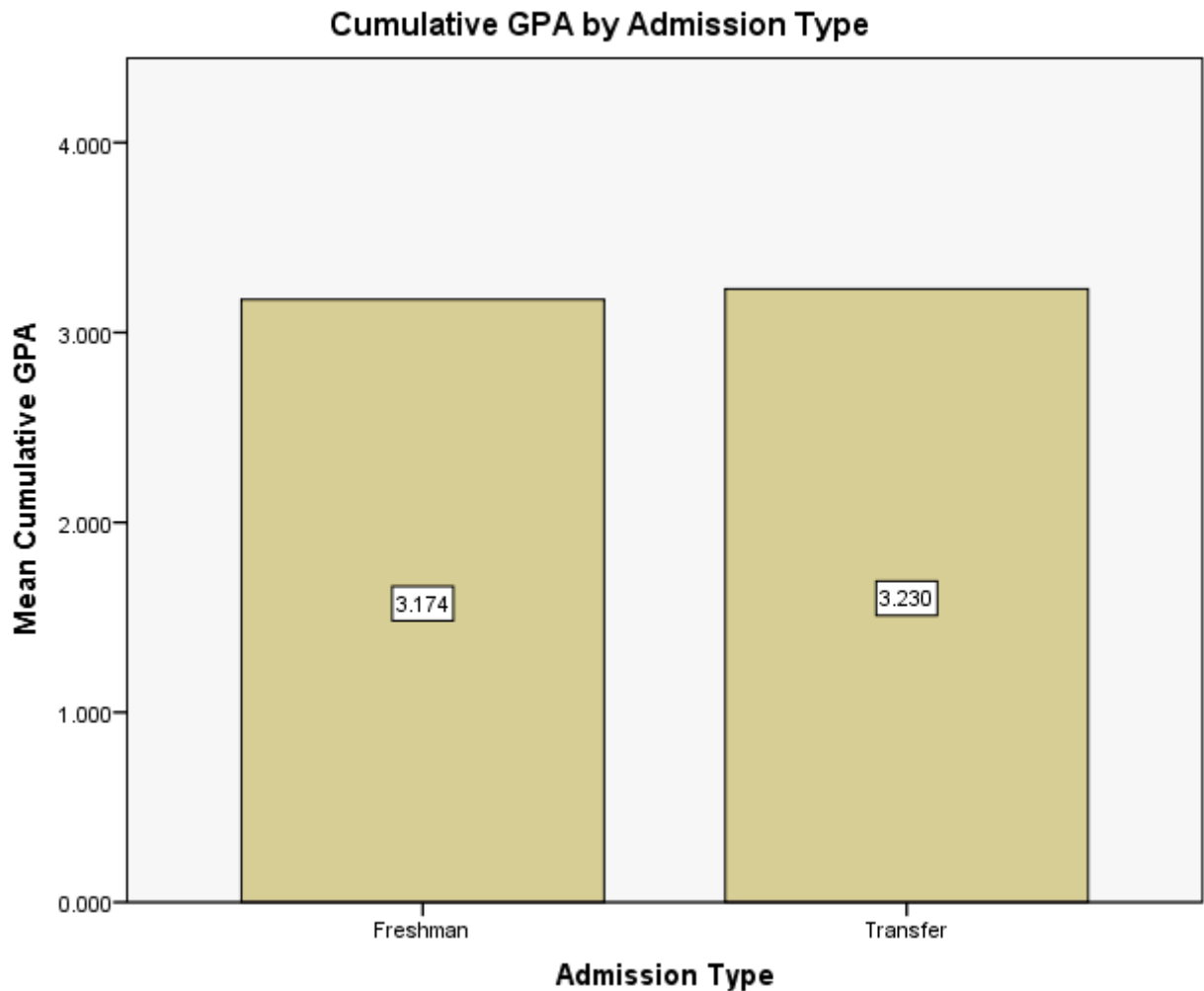
	N	Mean	Std. Deviation
Cumulative GPA	325	3.22955	.432699



## Admission Type vs. Cumulative GPA

Admission Type		N	Mean	Std. Deviation
Cumulative GPA	Freshman	744	3.17422	.383541
	Transfer	325	3.22955	.432699

According to the Welch t-test, there was a significant effect for admission type,  $t(556) = -1.981$ ,  $p < .05$ , with transfers receiving higher cumulative GPAs than freshmen admits.

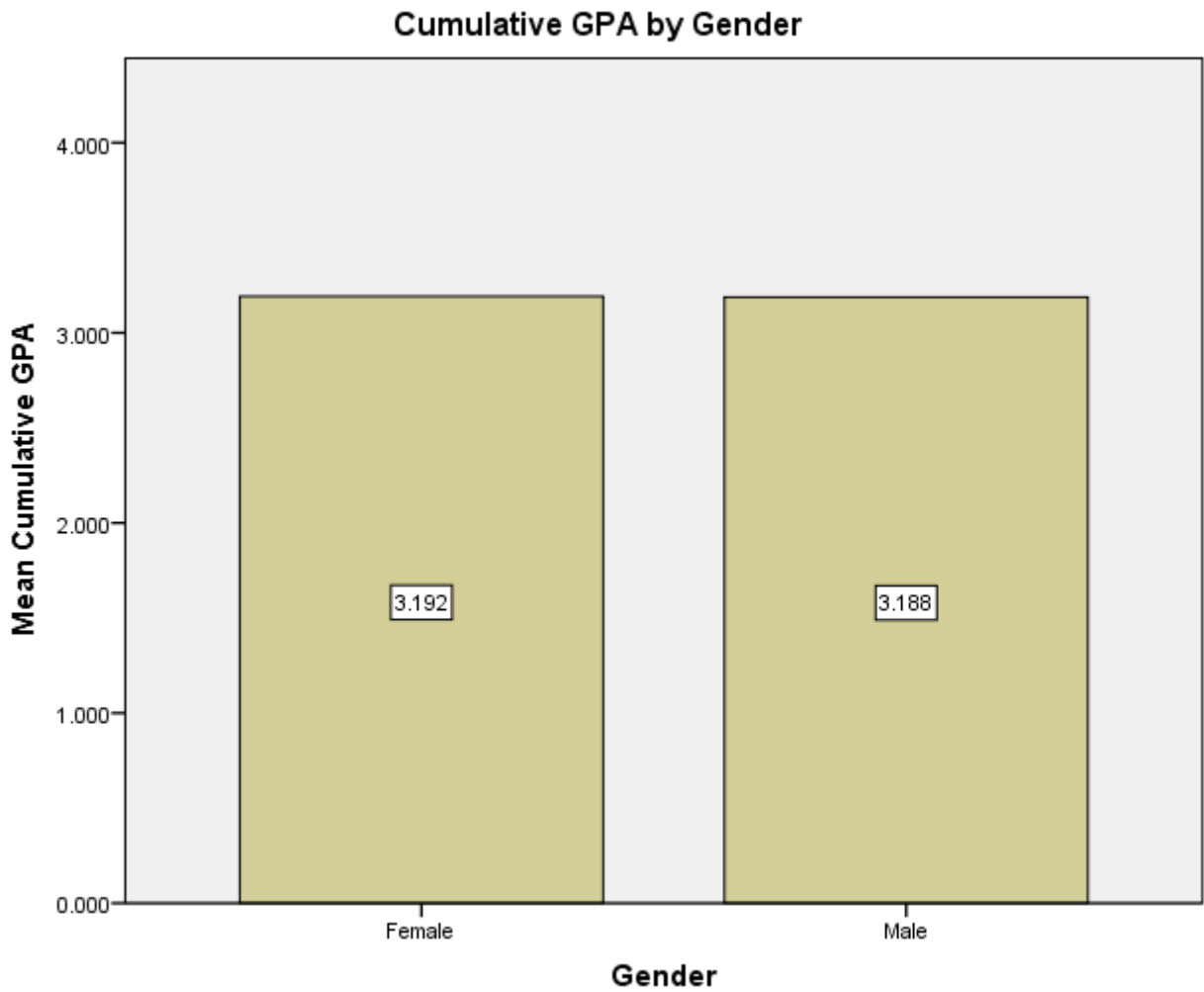




## Gender vs. Cumulative GPA

	Gender	N	Mean	Std. Deviation
Cumulative GPA	Female	745	3.19234	.391072
	Male	324	3.18805	.419581

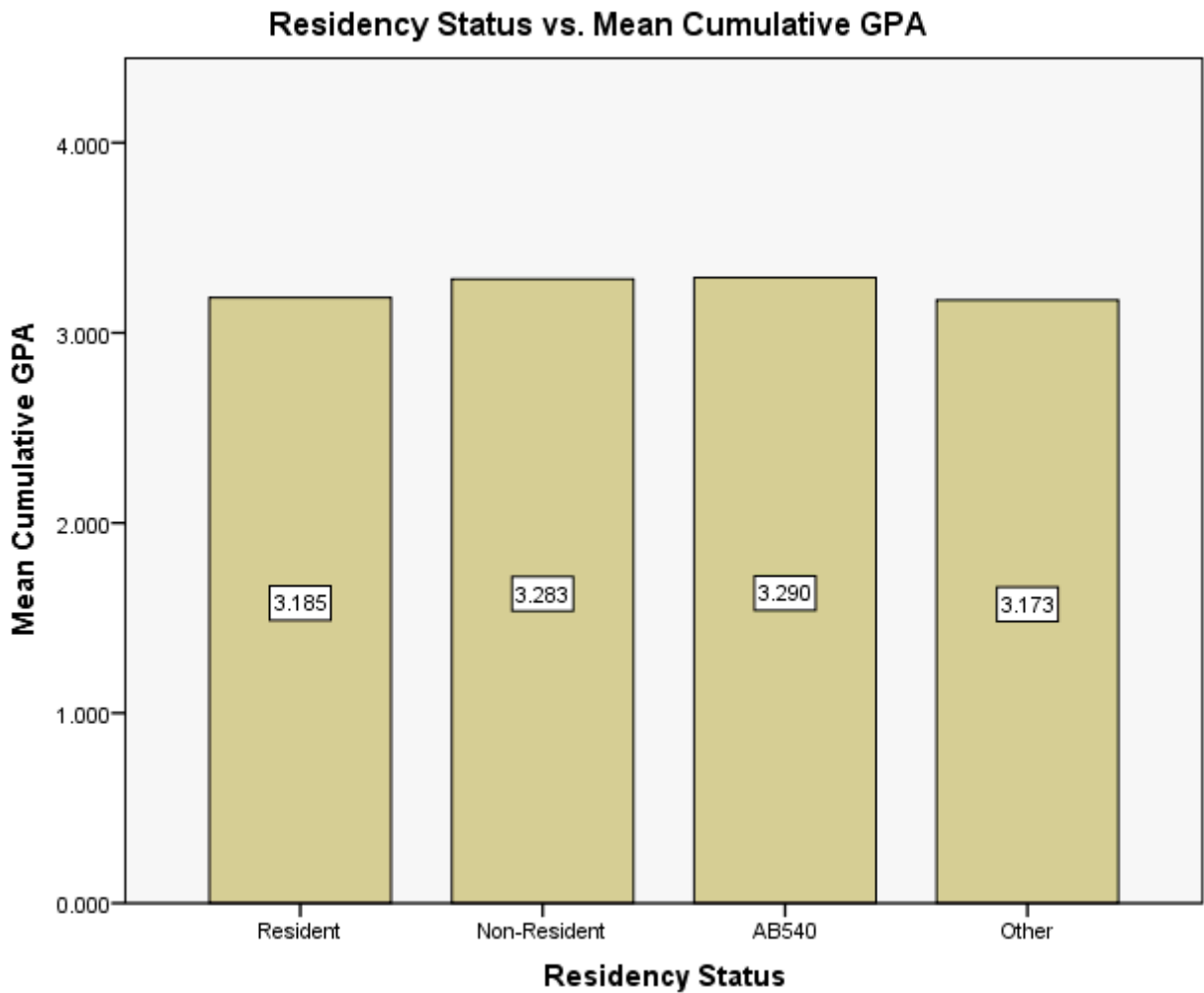
According to an independent samples t-test, there was not enough evidence to show a significant difference in cumulative GPAs between male and female AAP Fall 2009 cohort.



## Residency Status vs. Cumulative GPA

Residency Status	Mean	N	Std. Deviation
Resident	3.18526	999	.398305
Non-Resident	3.28310	30	.324304
AB540	3.28994	32	.410989
Other	3.17250	8	.700397
Total	3.19104	1069	.399734

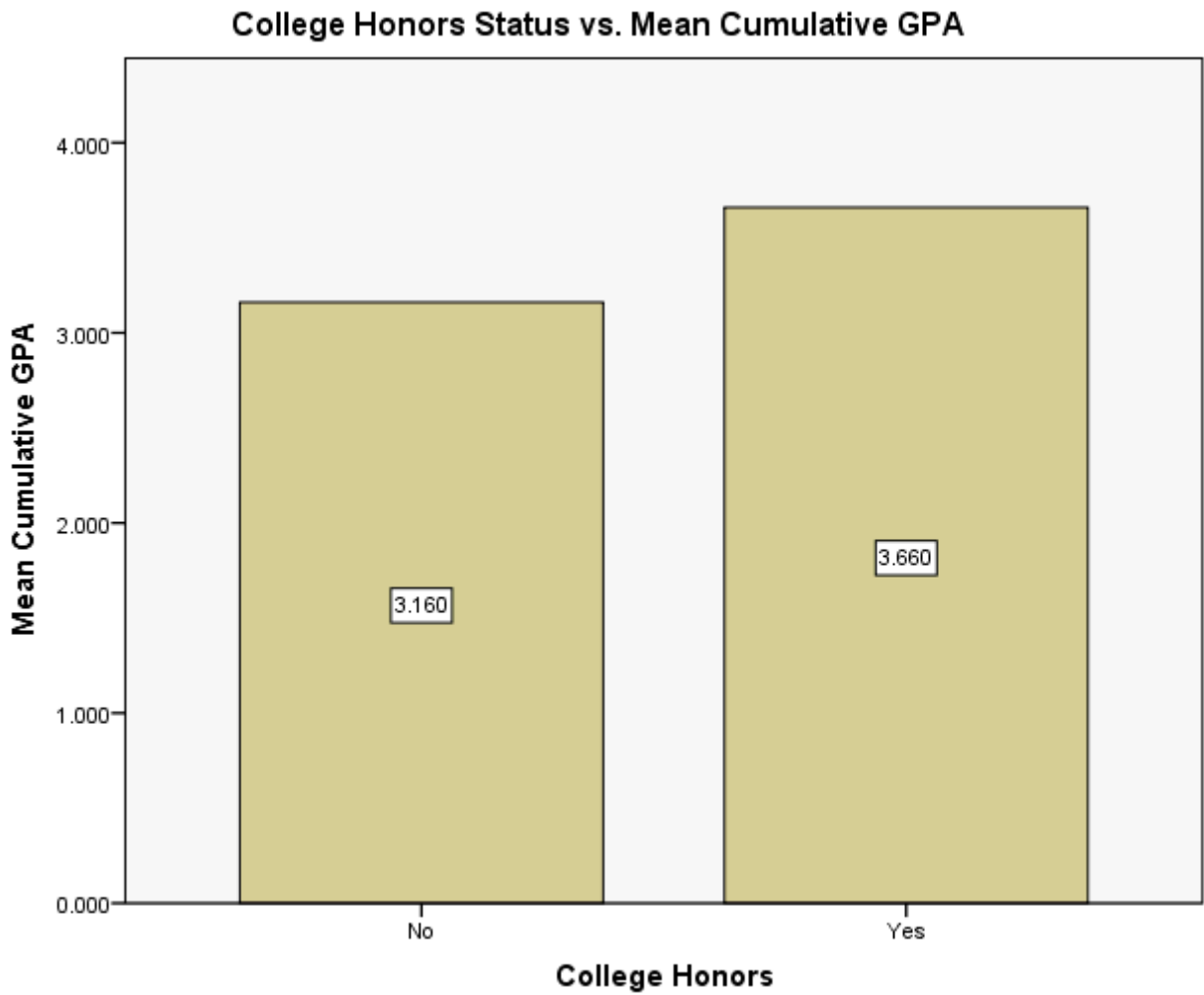
According to an independent samples t-test, there was not enough evidence to show a significant difference in cumulative GPAs between residency status of AAP Fall 2009 cohort.



## College Honors vs. Cumulative GPA

College Honors	Mean	N	Std. Deviation
No	3.16019	1003	.388903
Yes	3.65991	66	.236664
Total	3.19104	1069	.399734

According to the Welch t-test, there was a significant effect for admission type,  $t(90) = 15.807$ ,  $p < .001$ , with those with college honors receiving higher cumulative GPAs than those without college honors.



## Correlations

### Number of Counseling Appointments vs. Cumulative GPA

#### Full Time Counseling

	Mean	Std. Deviation	N
Full Time Counseling	5.66	5.610	945
Cumulative GPA	3.19104	.399734	1069

	Cumulative GPA
Full Time Counseling Pearson Correlation	-.239**
Sig. (2-tailed)	.000
N	945

There is a weak to moderate negative correlation,  $r(943) = -.239$ ,  $p < .001$ , between the number of Full Time Counseling appointments and Cumulative GPA. Students who meet with full time counselors often are more likely to have lower cumulative GPAs.

#### Graduate Mentors

	Mean	Std. Deviation	N
Graduate Mentors	2.12	6.090	945
Cumulative GPA	3.19104	.399734	1069

	Cumulative GPA
Graduate Mentors Pearson Correlation	.166**
Sig. (2-tailed)	.000
N	945

There is a weak positive correlation,  $r(943) = .166$ ,  $p < .001$ , between the number of Graduate Mentors appointments and Cumulative GPA. Students who meet with graduate mentors often are more likely to have higher cumulative GPAs.

## Peer Counseling

	Mean	Std. Deviation	N
Peer Counseling	1.95	2.822	945
Cumulative GPA	3.19104	.399734	1069

		Cumulative GPA
Peer Counseling	Pearson Correlation	.041
	Sig. (2-tailed)	.210
	N	945

There is no statistically significant correlation between the number of peer counseling appointments and cumulative GPA.

## Overall Total

	Mean	Std. Deviation	N
Total Appointments	9.74	10.562	945
Cumulative GPA	3.19104	.399734	1069

		Cumulative GPA
Total Appointments	Pearson Correlation	-.020
	Sig. (2-tailed)	.534
	N	945

There is no statistically significant correlation between the number of overall counseling appointments and cumulative GPA.