

Assessing College Readiness of High School Students: A Proposal to Access Students' Awareness of College and Financial Aid Options-2014

 Public

Name of Assessment Project: Assessing College Readiness of High School Students: A Proposal to Access Students' Awareness of College and Financial Aid Options-2014

Name(s) of Person(s) Responsible for Assessment Project:

Role

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Providing Department: Cal SOAP

Other Units/Departments Involved in Assessment Project:

Program, Service, or Event Related to Assessment Project


Cal-SOAP, a pre-collegiate programs, worked with over 10, 000 low income and first generation high school students in San Diego and Imperial Counties. The program disseminated information about college awareness and financial aid options and work directly with students and their parent/guardian to complete the college-going process.

 Overview of Cal-SOAP Program

Assessment Project Description

Assessing High School Students' Awareness of College and Financial Aid Options Available to Them

The project surveyed 10% of our targeted students in specific high schools to assess their understanding of the college readiness process. The survey focused on intent to pursue higher education, understanding the admission requirements between the different segments of higher education and their familiarity with various types financial aid and financial aid eligibility. Students were surveyed in the following schools: 980 students in 9th grade were surveyed at Brawley, Calexico, Lincoln, Morse, Crawford, Clairemont and Mission Bay High Schools.

 Participants by schools and gender

Unit/Program Specific Goals and Learning Outcomes

1. Students learned more about programs and services available to them at school sites, at UCSD pre-collegiate programs and at Cal-SOAP.

2. Using the Cal-SOAP statewide survey, San Diego and Imperial Counties Cal-SOAP collected information to better provide programs and services that address the needs of high school students and their families.

3. Information collected has been used for a presentation with the Cal-SOAP Board, CSAC Advisory Board and other UCSD pre-collegiate programs to strategically plan better programs and activities.

4. Using information from the survey, Cal-SOAP is working with UCSD Student Affairs to understand where students and their families need assistance with the college planning and to leverage campus resources to promote college requirements and choices to students and their families, schools and communities.

Relationship to Student Affairs Promote Social Justice and Community Responsibility

Learning Outcomes:

Assessment Project Start: 12/2/2013

Assessment Project End: 6/30/2014

Population/Sample

A sample group of 980 9th grade students came from preselected San Diego County and Imperial Counties High Schools where Cal-SOAP has College Peer Advisors who administered a pre-survey and later in the year administered a post-survey after 9th grade students received a college readiness classroom presentation in Spring 2014.

Type of Assessment: Student learning outcomes and/or behavioral outcomes

Other Assessment Type(s):

Assessment Methods: Surveys

Other Assessment Method(s):

Data Collection Tools

Hard copy surveys to be administered by College Peer Advisors to classroom of 9th graders.

 Precollegiate Survey

Data Analysis Methods

Compile survey result

Cal-SOAP data office received the information and compiled the survey results. The same information was forwarded to the state-wide Cal-SOAP Program to obtain a state-wide data perspective.

Presentation of Findings

The information has been shared with CSAC, other Cal-SOAP Statewide Directors, the San Diego and Imperial Counties Cal-SOAP Board, other outreach programs, and Mae Brown.

Progress:  100%

Link Assessment Project in Campus Labs Baseline

Name	Source Type
No items to display.	

Summary of Findings

Summary of findings:

1. Between the pretest (no lesson taught) and the post-test (3 lessons taught), the classroom presentations significantly increased student knowledge on college awareness and financial aid. Since the post-test was administered directly after the third classroom lesson, students retained information for the short term. Over the long term, these lessons must be taught on a yearly basis to prepare students about the application and financial aid process. Also there still needs to be more work on understanding the course requirements for UC and CSU (A-G) and the requirements to attend a community college.
2. The survey generated much discussion in the classroom, in particular, with students who want to pursue a UC or CSU. Many students wanted to know what are the classes and other factors for consideration for admissions. This discussion items may be used in another survey.
3. Over 50% of the surveyed students desired to go to college. From the survey, over 45% of students still need to speak to someone about their future goals after high school. While some desired to go into the military or just work, there is a large pool of students who need to meet with a counselor, an outreach program or a mentor for more educational guidance.
4. The survey also dealt with the issue of understanding financial aid. Although the students are 9th graders more work needs to be done on lessons about financial literacy and helping students know the different types of financial aid so that by the time they begin the financial aid process as 12th graders, students will have a general idea of how to pay for college. Many students in the survey had little knowledge and many misconceptions about the financial aid process, who can apply for financial aid and what financial aid will pay for in college.

 Summary of findings

Impact of Assessment

Impact to Assessment

The schools were very cooperative and allowed Cal-SOAP to administer the survey. The students completed the pre-survey without much information and therefore some students may not have taken

it seriously. When staff delivered the 3 lessons students were responsive and attentive. The pre-survey was given out in December because this was the open window allowed by schools to visit 9th grade classes. The post-test can continue to happen in early May.

Lessons Learned

Cal-SOAP is limited in staff and is required to do state and federal surveys and reports. This has taken a toll on our limited staff who spent a lot of time collecting data for the project. Although staff would like to survey less students, the data is critical to understanding what students understand about the college in regards to admissions and financial aid information. This has tailored what is taught in classroom presentations.

Supplemental Information

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