

 SWAG PSAT Results

 Public

**Name of Assessment Project:** SWAG PSAT Results

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**Other Units/Departments Involved in Assessment Project:**

**Program, Service, or  
Event Related to  
Assessment Project:**

***About Cal-SOAP***

The California Student Opportunity and Access Program (Cal-SOAP) is a state and federal program designed to assist disadvantaged and low-income K-14 students. Since its beginning in 1978, Cal-SOAP has grown from four projects to fourteen projects all over the state of California and is currently administered by the California Student Aid Commission. Besides the project located in San Diego and Imperial Counties, the other projects are located in the following areas of California:

Solano Consortium-Solano County  
San Francisco Consortium-San Francisco  
South San Joaquin Valley Consortium-Bakersfield  
San Jose Consortium- San Jose  
Santa Barbara Consortium-Santa Barbara  
East Bay Consortium-Oakland  
North Coast Consortium-Eureka  
Sacramento Consortium-Sacramento  
South County Consortium-Gilroy  
Los Angeles Consortium-Los Angeles  
Central Valley Consortium – Fresno  
Merced County Consortium – Merced  
North Valley Consortium – Marysville\*  
Central Coast Consortium-Santa Maria

## MISSION

By building collaborative relationships with federal, state and local sponsors, Cal-SOAP is working to increase the number of students who avail themselves of postsecondary opportunities. The goal of the program is two-fold: to advise, motivate and inform students regarding college admissions and financial aid information, and to academically assist students to achieve college potential.

Cal-SOAP is committed to providing an inter-institutional and inter-segmental cooperation in serving the target population. Cal-SOAP serves as an instrument for focusing the San Diego and Imperial Counties Consortium outreach efforts, and developing activities that will minimize duplication of effort by individual institutions. Consequently, services can be delivered cost effectively to target students, both by the Consortium, through its Cal-SOAP project, and by the individual postsecondary institutions. Cal-SOAP recognizes that, in any given area, the project may be one of several organizations concerned with a target population as defined in the law, but Cal-SOAP is in a position to take the lead in coordinating the efforts of organizations.

The primary focus of Cal-SOAP is to serve students from:

- Low income households
- Families in which they would be the first to attend college
- Schools with documented low eligibility or college participation rates or
- Geographic areas with documented low eligibility or college participation rates

For the last 32 years, UCSD has served as the fiscal agent for the Project. UCSD has the responsibility of the fiscal management of the Project and oversees the proper performance of the Director and Administrative Assistants. In addition, the San Diego and Imperial Counties Cal-SOAP, along with UCSD, partnered to receive GEAR UP projects.

# PROGRAM COMPONENTS

## ADVISEMENT

The advisement component utilizes a network of College Peer Advisors trained to provide support for school counseling staffs at 30 high schools in San Diego Unified, Grossmont Union, Sweetwater Union and Imperial Valley and serves 9,700 students. Students at school sites receive 1:1, small group, classroom presentations or assembly time with students to help them complete applications, financial aid (FAFSA), scholarship search, career planning, and postsecondary planning in grades 9-12. San Diego and Imperial Counties coordinate Cash for College in both areas as well as provide to over 20,000 students the Cal-SOAP college and financial aid folder via website application that go out to 12<sup>th</sup> graders each fall. This area also provides special programming, such as Jump Start Senior Year, the College Application, Financial Aid Workshop, Higher Education Week, and College: Making It Happen.

## ACADEMIC (7-12)

The Academic Enrichment Component currently serves 2,000 students in seventh through twelfth grades in 13 schools through special funding from Student Operation Success (military grant) and from GEAR UP funding. College students are used as tutors who work extensively with students to increase their literacy and other academic skills. Tutors provide intensive one-to-one academic sessions to improve academic performance, developing greater understanding of self and making students more active in the learning process. Cal-SOAP also works with AVID in most middle schools and high schools. For 9<sup>th</sup> graders, there is the Cal-SOAP Scholars program, test preparation and the "Seven Habits of Highly Effective Teens". Cal SOAP also provides college entrance test preparation for 1200 high school students in both counties through school sites and through special workshops conducted on weekends.

## COMMUNITY RESOURCE

The Community Resource Component currently serves 5,000 parents annually and works with local community agencies to provide information about postsecondary options. This component works with the Intersegmental Coordinating Council to provide College: Making It Happen presentations at 25 middle schools. This component also works with other schools and districts to provide parent retreats and home visits to students and parents who are part of the Cal-SOAP Program. Cal-SOAP has aligned itself with foster youth, juvenile court, ERAA conference, the Malcolm X Library, Blacks in Government, UC San Diego's Evening with the Chancellor, Mesa College's African American/Latino Male Summit, and works with the community to do tabling and workshops as needed.

## CAREER

In 2009-2010, the mission of Cal-SOAP expanded to provide additional programming on the areas of careers. Cal-SOAP works with partners to provide such day long career workshops on So You Want to be... series, a career fair, and Casting Calls.

**Assessment Project Description:** In fall 2012, San Diego State, Cal-SOAP, Bayview Church and UC San Diego (Admissions and Enrollment Services) began to look at factors that prevent students from admittance to UC San Diego and San Diego State. Although students may meet the "a-g" requirements, have the minimum GPA requirements for prospective universities, had community services and extracurricular activities, many students in selective communities were being denied admittance to UC San Diego and San Diego State. After reviewing the incoming freshman data, the committee determined that the low SAT/ACT scores were a barrier to competitive eligibility. From this conversation, the SWAG (Students With Academic Goals) program was created. This SAT prep academy had several goals:

1. To improve student's scores by providing an intensive 24 hours of SAT test prep over a 3 week period.
2. To provide students with qualified SAT instructors who would work with students in a classroom settings.
3. To provide additional 24 hours of tutorial support using college students who would be in the role of coaches.
4. To provide day-long college field trips to UC San Diego, San Diego State
5. To provide one overnight college trip to Pt. Loma Nazarene University where participates would receive college classes and live in the residence hall.

Beginning on January 15, 2014, the collaborative partnership of UC San Diego, San Diego State, Cal-SOAP and Bayview Church began recruitment for 100 San Diego area high school students who were currently in the 9<sup>th</sup> or 10<sup>th</sup> grades who are

the following:

1. Students from low-income families and/or first generation students who would be the first in their families to attend college.
2. Students from schools with documented low college eligibility or participation rates within San Diego region.
3. Students from historically under-represented backgrounds within UCs, CSUs, private colleges and universities

Although we received over 160 applications, only 99 received an invitation to the program. Students were required to take a pre- and post-test, attend 15 days of classes from 9am-3pm, meet with instructors for 24 hours of instruction, attend afternoon tutoring for 2 hours and take the Preliminary Scholastic Aptitude Test (PSAT) test in October 2014 and report their scores to the program. This test will be used as an indicator of how they will do on a future SAT Test. At the end of the program, student receive their returned pre- and post- test, an analysis of their scores and additional test prep support for the next year.

**Unit/Program Specific Goals and Learning Outcomes:** To improve the SAT Scores of students who plan to attend a UC and/or CSU school and make participants more competitively eligible for admissions to those schools.

**Relationship to Student Affairs Learning Outcomes:** Promote Social Justice and Community Responsibility

**Assessment Project Start:** 7/1/2014

**Assessment Project End:** 6/30/2015

**Population/Sample:** 99 San Diego area high school students who were rising 10<sup>th</sup> or 11<sup>th</sup> graders who are the following:

1. Students from low-income families and/or first generation students who would be the first in their families to attend college.
2. Students from schools with documented low college eligibility or participation rates within San Diego region.
3. Students from historically under-represented backgrounds within UCs, CSUs, private colleges and universities

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

**Other Assessment Type(s):**

**Assessment Methods:** Student Research and Information Data, Other: Please indicate below

**Other Assessment Method(s):**

**Data Collection Tools:** Pre and post-testing using mock SAT test to measure academic gains in SWAG Program

**Data Analysis:** Recruitment/Are we getting the right students?:

- Methods:**
1. Students applied to the program who had a minimum GPA of 2.5 and also provided a transcript that indicated "a-g" benchmarks.
  2. With students able to go to leave their neighborhood schools to go to high schools, charters, etc., it was important to be inclusive of which students meet the Cal-SOAP profile and also was under-served profile at California universities.
  3. Students had to be able to attend a majority of program with 2 absences serving a dismissal from the program.
  4. Participants must take the pre-test and post-test. Students are only provisional admittance to the program unless this is completed.
  5. Participants must take the PSAT in October of 2014.

**How Your Results Will Be Presented:** The results will be discussed in detail with partners-UC San Diego (AES and Extension who provides instructors), SDSU (Educational Opportunity Program/Student Affairs), the Cal-SOAP Board and Bayview Church.

The partners will use the information to plan the program for the next fiscal year.

**Progress:** 100%

**Link Assessment Project in Campus Labs Baseline :**

**Name**

**Source**

No items to display.

**Summary of Findings:** The summary of findings is based on 89 students (90%) completing the program. A majority of the students did improve their scores in the SWAG Program. The overall average increase of 110 points (out of 2400 possible) is a solid gain. Nonetheless, the average post-test score was lower than the national average of 1500 so students still need to work hard to keep increasing. Partners have agreed that returning students can attend SWAG 2 and SWAG 3 to help improve their SAT scores.

In 2014, the results for SWAG 1 were as follows:

Average pre-test score = 1295 out of 2400 possible.

Average post-test score = 1420 out of 2400 possible. Average increase = +110.

Pre-test Reading Average = 416. Post-test Reading Average = 445

Pre-test Math Average = 464. Post-test Math Average = 492

Pre-test Writing Average = 414. Post-test Writing Average = 468.

Since the students are rising 10<sup>th</sup> and 11<sup>th</sup> graders, there is still time to prepare these students for the actual SAT in spring of their 11<sup>th</sup> grade year.

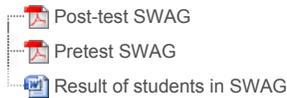
The biggest gains was in the Writing section. This was also true in 2013 and appears to be the same for a new cohort in the class of 2015.

There were gains on the Reading and Math sections.

The results were comparable to the 2013 SWAG results. The 2014 group didn't increase as much in Math as the 2013 SWAG group increased in math, but the 2014 group increased more in Reading than the 2013 group.

The data will be used to make decision for the 2015 SWAG cohort.

- Impact of Assessment:** Although we had a 90% retention rate and learning growth in most students, there were areas that need to be improved.
1. Students and parents must attend a mandatory orientation to understand the guidelines of the program and sign a contract.
  2. Based on 2014-2015 results, the partners have agreed to host a SWAG 2 program for returning student to continue to focus on improving their SAT scores. In addition, the program has decided to incorporate College Peer Advisor to help students look at their entire college profile and provide motivation to students.
  3. There has been conversations around increasing the GPA for participants to 2.8; however, the partners have decided to keep the 2.5 GPA to allow college bound students access to SAT test prep.
  4. This is a very expensive program that requires a strong collaboration. Success of the program and data findings are built on commitment of students and parents to be at the program, a strong attendance policy, a commitment of students to complete all homework assignments.



- Lessons Learned:** 10 % of the students did not complete the program for the following reasons:
- 4 students, who had less than a 3.0 GPA, had to go to summer school the second day of the program for not doing well their second semester.
  - 3 students surpassed the maximum 2 day absence for illness
  - 3 students started the program but revealed that they had time conflicts, such as football practices, camps, etc.

Students who have less than a 3.0 will be asked to have the counselor certify that they do not need to go to summer school. Parents and students must attend a mandatory orientation.

- Supplemental Information:** Attached was an satisfaction survey about how students felt about the program.
-  Satisfaction Survey