

Interim Evaluation Report

University of California, Santa Barbara

Early Academic Outreach Program Evaluation

Channel Islands High School A-G Validation Services Feedback Survey

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I . Evaluation activities overview

The external evaluation of the UCSB Early Academic Outreach Program during the 2023-24 academic year has emphasized collecting direct student feedback about whole school services. Survey findings from whole school services are supplemented by additional reports focused on cohort services. These evaluation activities have included meeting with EAOP directors and coordinators as well as school site observations. During these meetings, the external evaluation team has helped EAOP develop a logic model for program implementation and evaluation, developed pilot survey measures for immediate and longer-term follow up with participants, and also developed focus group and interview protocol for qualitative focus groups.

This report summarizes the findings from the survey conducted at the end of the whole school presentation: A-G validation. The survey was only implemented in Ventura county schools including Pacifica High School, Hueneme High School, Rio Mesa High School, and Channel Islands High School. The total number of valid responses to the survey was 963 students, with Channel Islands High School recording 231 students completing the survey. Students were asked about their understanding of A-G requirements, the different types of GPA evaluated during the admission process, and the different methods for calculating GPA. Additionally, students were asked to respond to questions that assessed their current and future plans to engage with EAOP coordinators. Questions also asked students to respond to their information needs about college.

Moving forward, the findings should provide EAOP with high level information needs about Ventura county college sites. These findings should be useful for determining which aspects of the admission process to focus on for whole school services. The results may also be useful for providing more relevant school services depending on the responses of the students. Future evaluation plans include improving survey measures and developing additional measures to assess student needs and evaluate more components related to whole school services. Should any questions arise please feel free to contact external evaluator, Travis Candieas (trcandieas@ucsb.edu).

II. Student respondent demographics

The majority of survey respondents at Channel Islands High School were Juniors (123 females, 100 males, 1 non-binary/third gender, and 6 other), with only a few sophomores and other grades participating. Gender distribution shows a higher number of males and females in the upper grades, with minimal representation from non-binary or third-gender students.

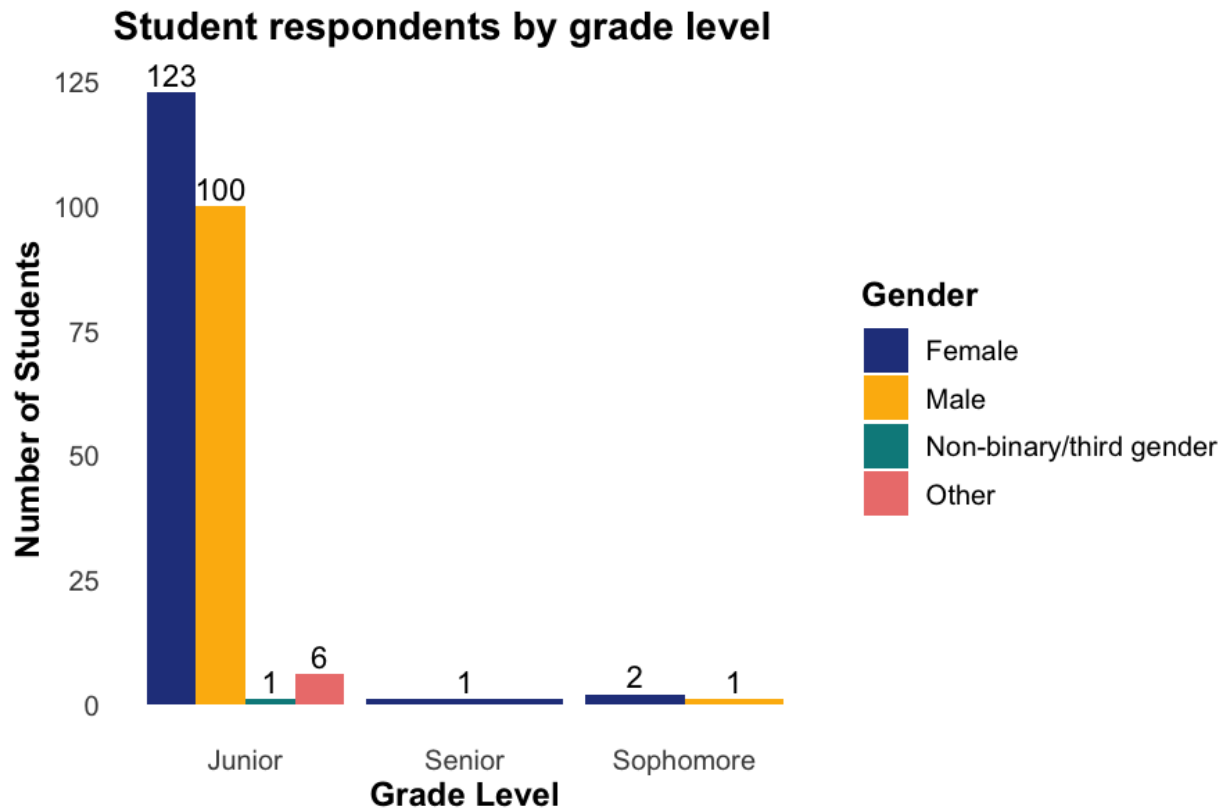


Figure 1. Number of student respondents by grade level and gender

III. Student respondent interest in systems of higher education

Figure 2 illustrates the distribution of student interest in various higher education systems at Channel Islands High School, categorized by gender. It highlights that the majority of students, both female (79 students) and male (65 students), are most interested in California community colleges. The next highest interest for both genders is in California State Universities, followed by the University of California system. Interest in out-of-state and other educational options is

significantly lower, indicating a strong preference for in-state education options among the students.

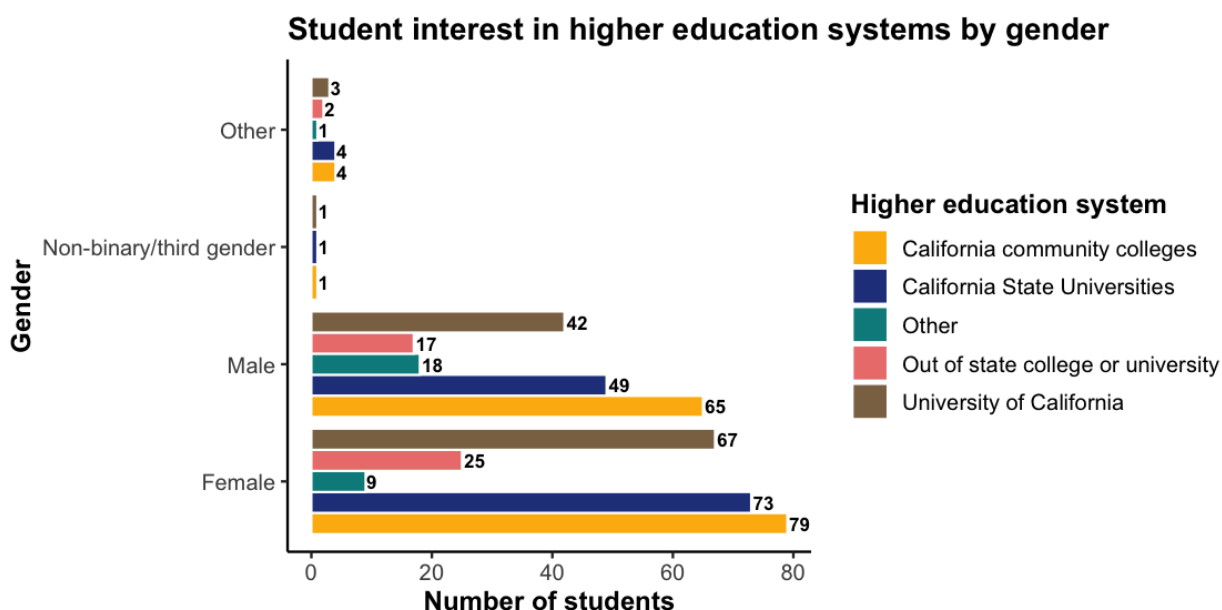


Figure 2. Number of student respondents interested in systems of higher education by gender.

IV. A-G Validation presentation feedback results

Student familiarity with A-G Validation Presentation concepts

This chart illustrates Channel Islands High School students' familiarity with various admission process topics, categorized by gender. Female students exhibit the most extensive familiarity, particularly with A-G requirements where 109 out of 126 students expressed familiarity, and with AP courses and Extracurricular activities, noted by 71 out of 126 students acknowledging familiarity. Male students also recorded the most familiarity within these three admission topics. The least familiar topics for students across all genders were 'Other' and 'Personal insight questions/personal statements'. This distribution suggests potential areas for focused educational support.

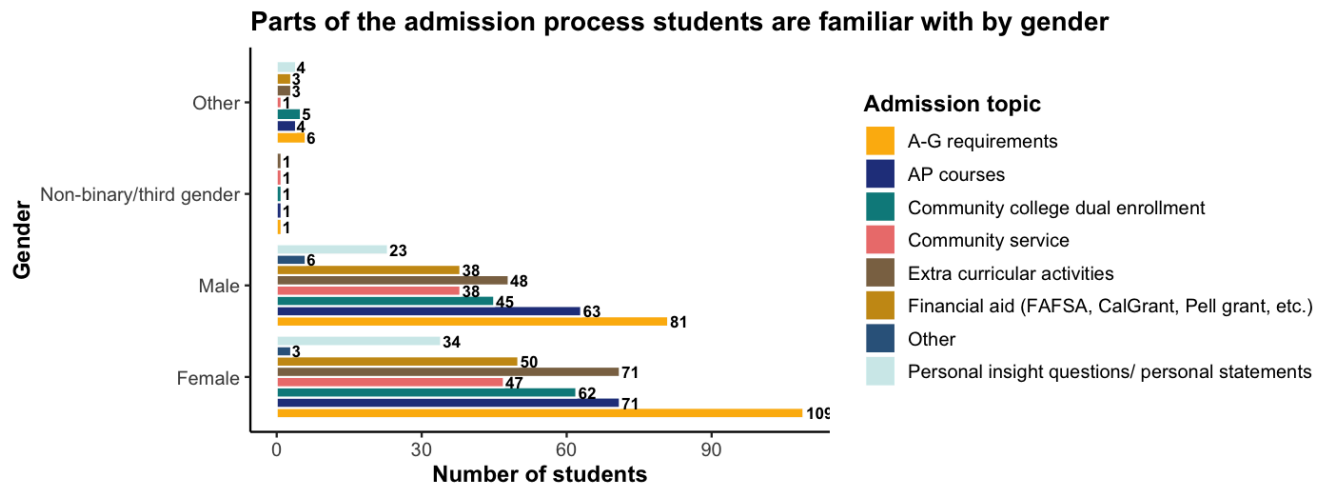


Figure 3. Number of students reporting they felt comfortable with admission process topics.

Figure 4 illustrates Channel Island High School students' familiarity with different GPA types, categorized by gender. The majority of students, particularly females (92 students) expressed familiarity with 5.0 GPA scale, making it the most recognized GPA type. The next highest recognition was for the UC/CSU GPA system, noted by 57 male students, knowledge about the Cal Grant GPA was notably lower across all genders, with only 13 male students and 14 female students indicating familiarity. This trend highlights a potential gap in understanding of critical financial aid-related GPA calculations among students.

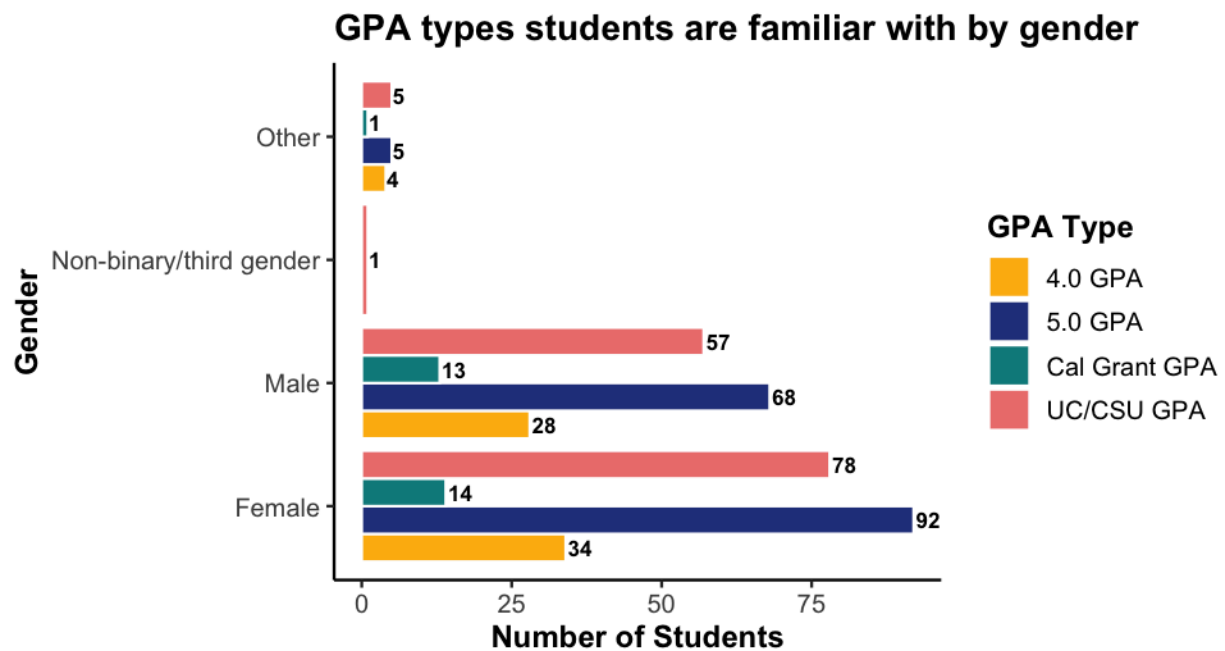


Figure 4. Number of students reporting they felt comfortable with GPA types.

Student ratings of how well they know the requirements

Figure 5 displays student familiarity with GPA calculation methods at Channel Islands High School, segmented by gender. Female students show a higher level of agreement, with 32 students strongly agreeing they understand GPA calculations compared to 21 males. Notably, few students strongly disagreed with their understanding of the GPA methods, indicating general familiarity among the student body. This visualization underscores a greater confidence among females in understanding GPA calculations.

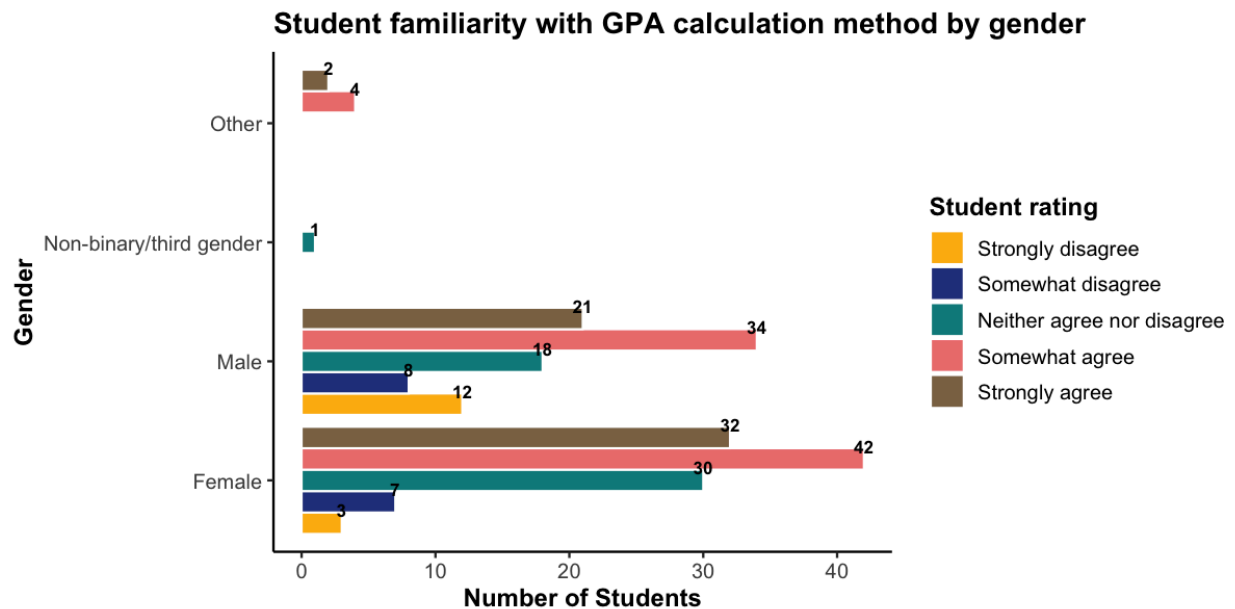


Figure 5. Student ratings of feeling comfortable with the GPA calculation concept.

Figure 6 illustrates Channel Islands High School students' self-reported familiarity with their personal A-G status, segmented by gender. A significant number of students, both males and females, expressed confidence, with 41 and 52 students indicating they strongly agree with understanding their A-G requirements. Conversely, a smaller fraction of students displayed a lack of confidence with only 4 males and 0 females indicating strong disagreement. This data suggests a generally high level of awareness among students regarding their academic eligibility criteria.

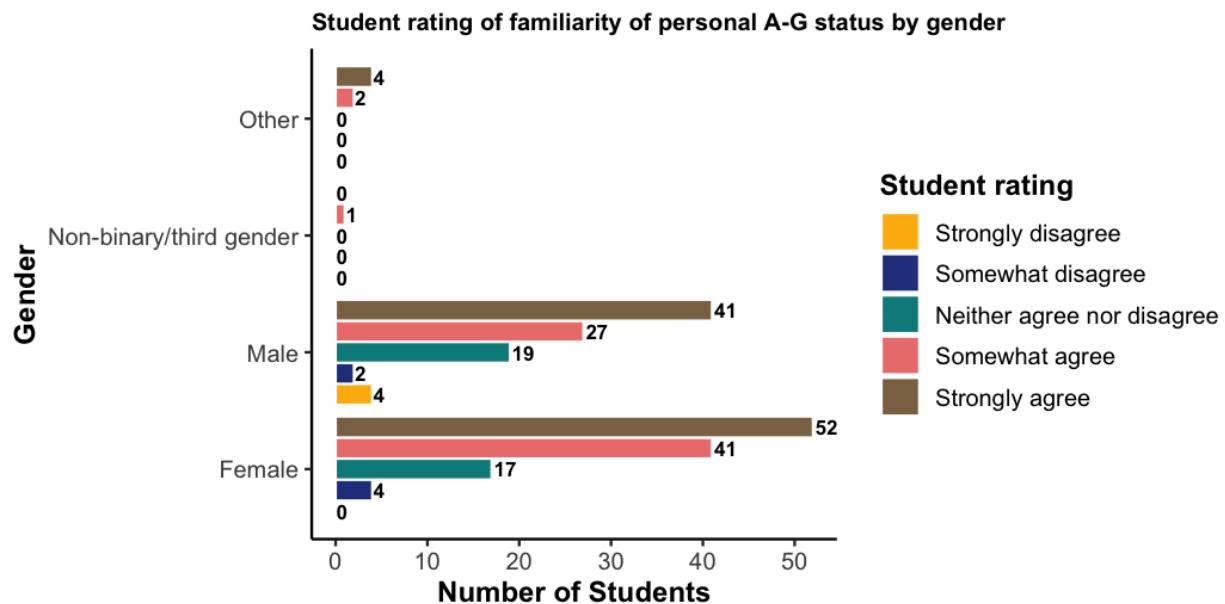


Figure 6. Student ratings of feeling comfortable with A-G requirements.

Student understanding of A-G requirements

Figure 7 at Channel Islands High School depicts student familiarity with various A-G requirements, segmented by gender. The data indicates that the most understood subjects among students are English and History, with 84 female students and 67 male students respectively feeling familiar. Conversely, college preparatory electives are less understood, with only 46 male students reporting familiarity. This spread underscores topics with strong familiarity while highlighting areas that may benefit from enhanced educational focus or resources.

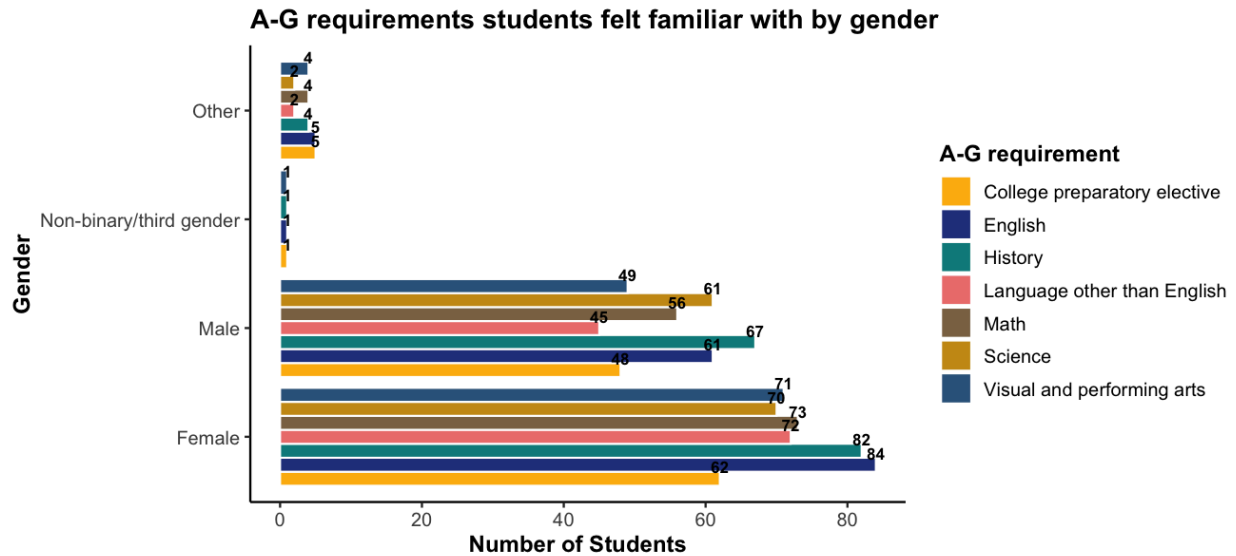


Figure 7. Number of students who understand A-G course requirements by gender and requirement.

Information need about A-G Requirements

Figure 8 at Channel Islands High School highlights the A-G requirements for which students seek more information, broken down by gender. Notably, both male and female students expressed the greatest desire for further details on College preparatory electives with 48 female students and 32 male students indicating interest. This was followed by Visual and performing arts for females, and a tie between foreign language or math for males, suggesting a strong curiosity about more specialized educational tracks beyond core subjects.

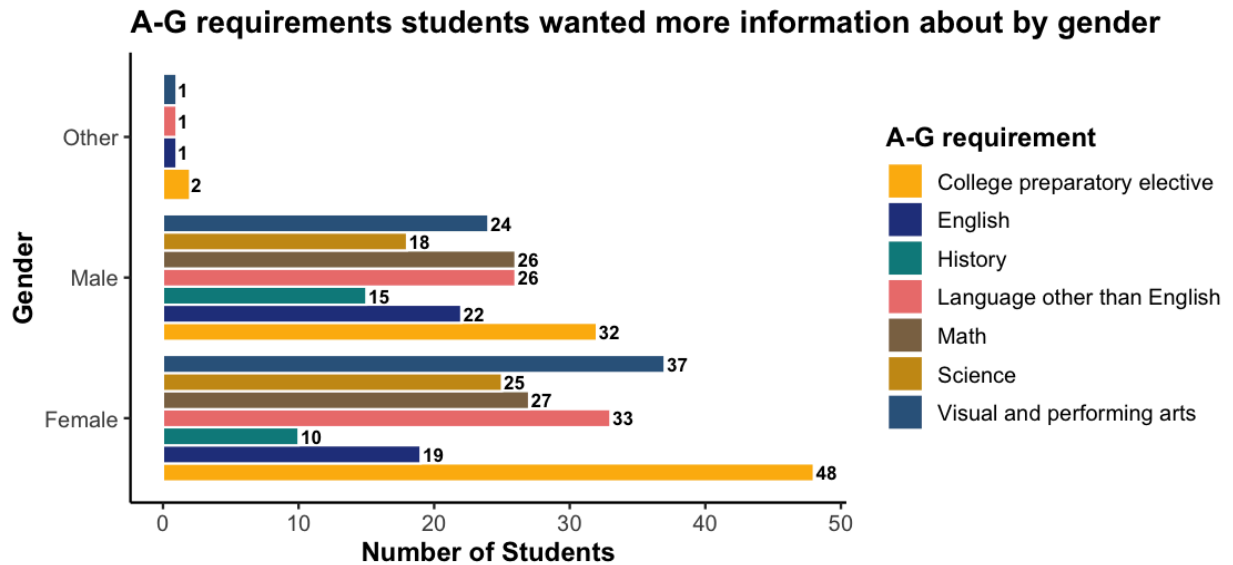


Figure 8. Number of students interested in more information about A-G requirements by gender and topic.

Student engagement with EAOP Services

Figure 9 at Channel Islands High School showcases the students' understanding of Early Academic Outreach Program (EAOP) services, sorted by gender. A substantial number of female students (54) indicated strong agreement with their understanding of the program, with male students displaying similar responses with the largest group (30 students) also strongly agreeing. The results suggest a general positive reception of the program's communication, although there are still a significant number of students (37 for all genders) who neither agree nor disagree, indicating potential areas for improved clarity for engagement.

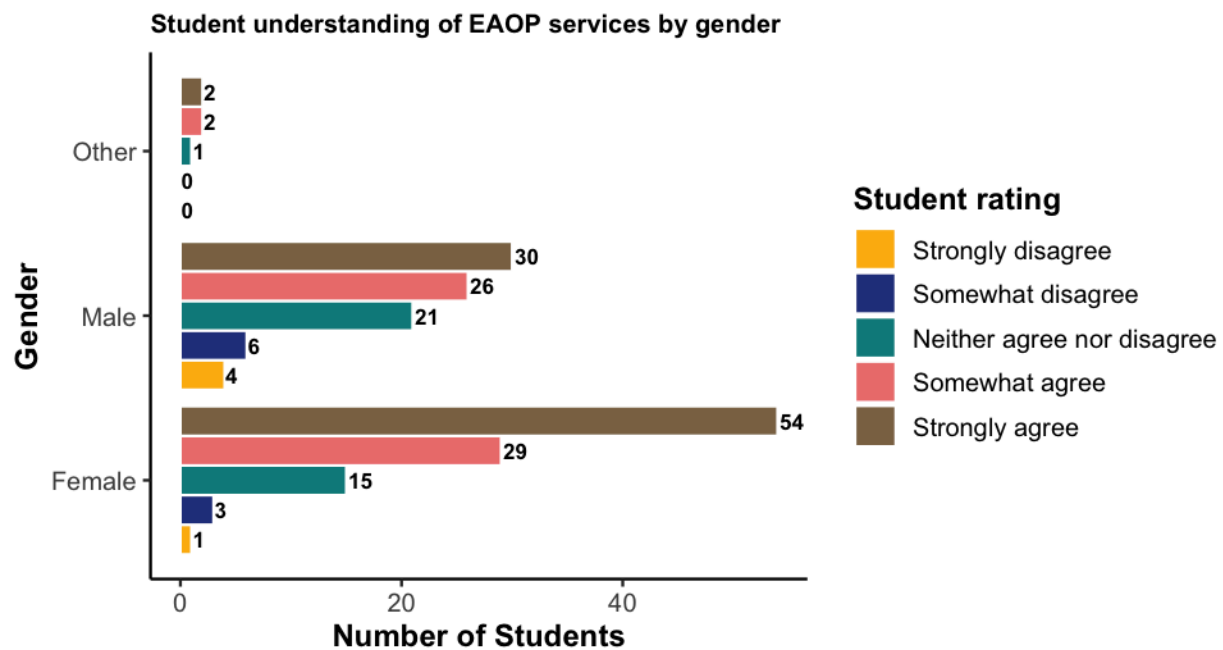


Figure 9. Number of students who understand EAOP whole school services by gender.

Figure 10 at Channel Islands High School examines students' likelihood of reaching out to EAOP when applying to college, broken down by gender. It reveals that female students are more likely to reach out for help versus male students, with 39 female students strongly agreeing vs 14 male students. The graph also shows a significant number of all genders (combined 52 students) who neither agree nor disagree, which leaves room for improvement for EAOP coordinators to guide students during the college application process. Regardless, there is a general trend suggesting that the program is viewed as a critical resource by a majority of students at this institution.

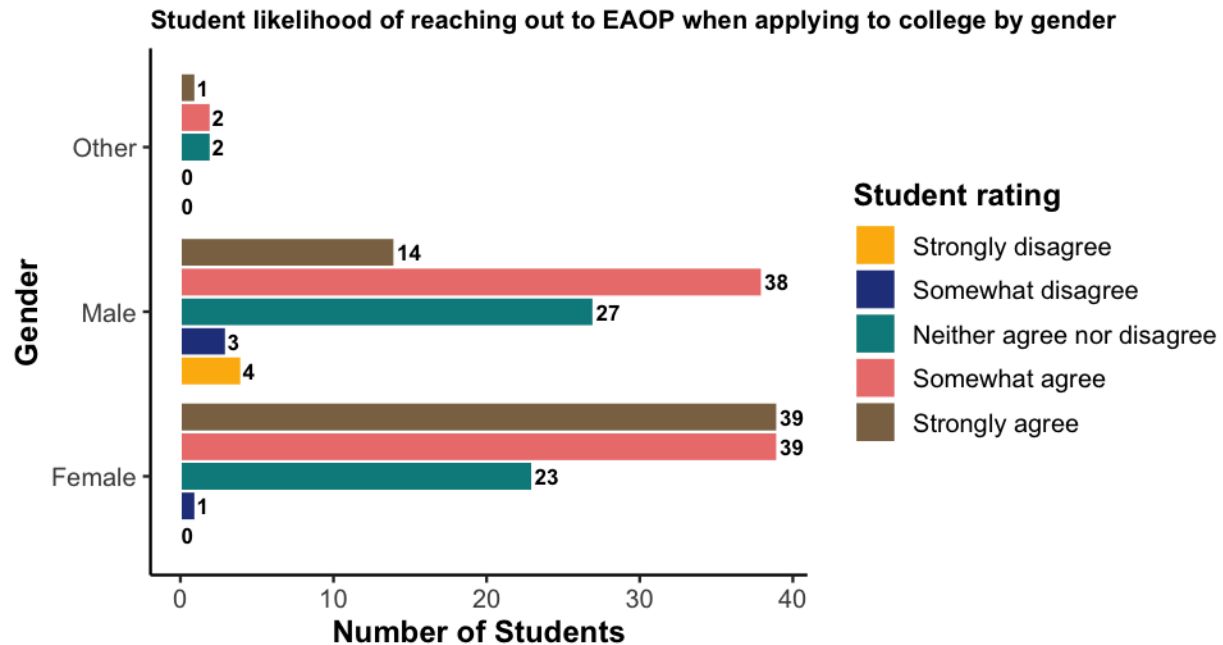


Figure 10. Number of students who plan to meet with EAOP about academic advising.

Figure 11 at Channel islands High School illustrates student plans to engage with EAOP for advice on various academic topics, segmented by gender. Most male students showed significant interest in “Choosing a college” (60 students), while female students were most inclined to discuss “Financial aid and scholarships” (79 students). Additionally, a considerable number of female students sought advice on “understanding application requirements”, emphasizing the importance of guidelines and academic planning.

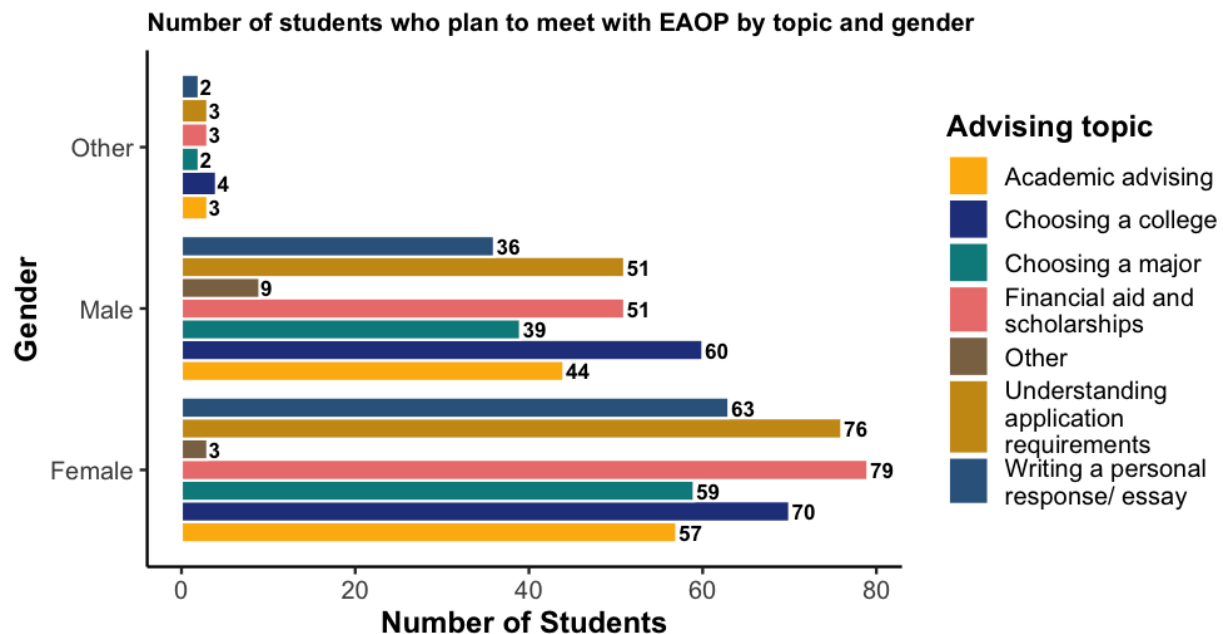


Figure 11. Number of students who plan to meet with EAOP by advising topic and gender.

Student respondents who would like more information

Figure 12 from Channel Islands High School details student interest in additional information across various advising topics, distinguished by gender. The data reveals a notable desire for more information on “Financial aid” and “Major exploration”, particularly amongst female students who expressed the highest demand with 65 and 54 inquiries. Interestingly, there is more of a desire for female students to pursue “career pathway exploration” versus male students, with numbers recording 59 vs 43.

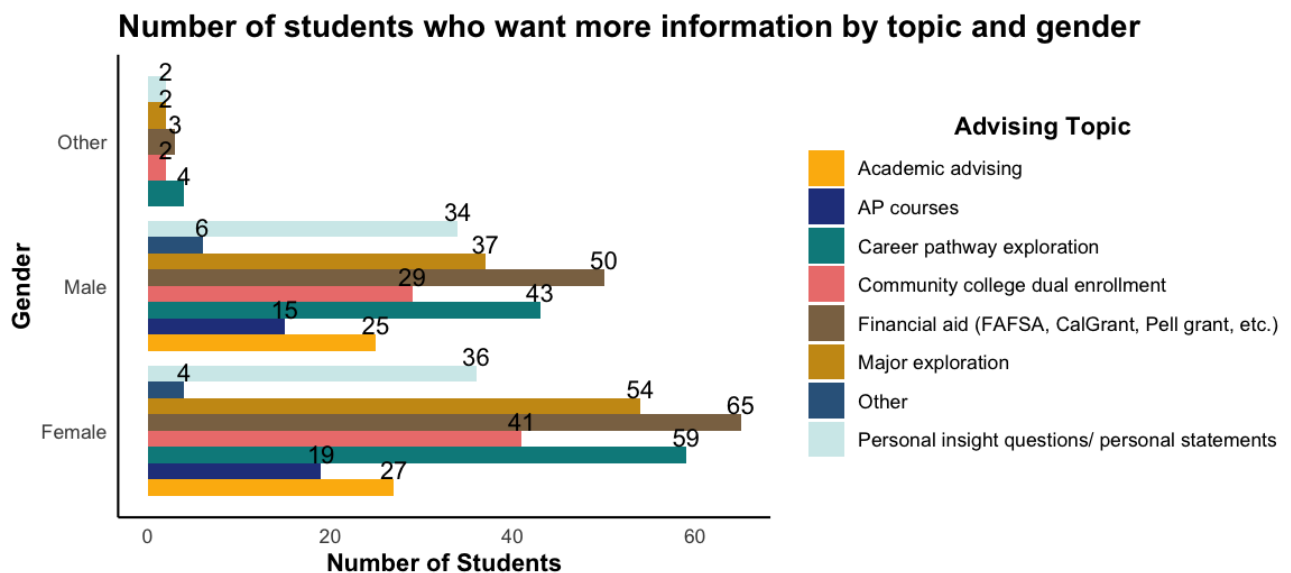


Figure 12. Number of students who would like more information about admissions topics.

V. Conclusion

Over the course of the academic year, Channel Islands High School's evaluation provided insightful information about student choices and comprehension of A-G requirements and pathways to further education. The survey's findings highlight a strong interest in regional educational institutions, most notably the community college in California, as well as a notable level of participation in conversations about career paths and financial aid, especially among female students. Students demonstrated a strong grasp of a variety of admission issues and GPA categories; nevertheless, there are areas where EAOP might improve its guidance, as evidenced by gaps in their knowledge of financial aid-related GPA calculations and college-preparatory electives. Overall, the findings show that the EAOP program is well-liked and helpful in guiding students through the challenges of applying to colleges. This emphasizes the significance of customized information delivery in order to successfully fulfill the demands of a diverse student body.