

Interim Evaluation Report

University of California, Santa Barbara

Early Academic Outreach Program Evaluation

Ventura County Schools 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. 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

Four high schools participated in the Early Academic Outreach Program (EAOP) whole school services in the Ventura County region including Rio Mesa High School, Pacifica High School, Channel Islands High School, and Hueneme High School. A total of 963 students completed the survey across the four high schools. Figure 1 shows the number of students who completed the survey at each high school. Rio Mesa had 263 students complete the survey while Hueneme High School had 227 students complete the survey. Moreover, Pacifica High School had 242 students complete the survey and Channel Islands High School had 231 complete the survey.

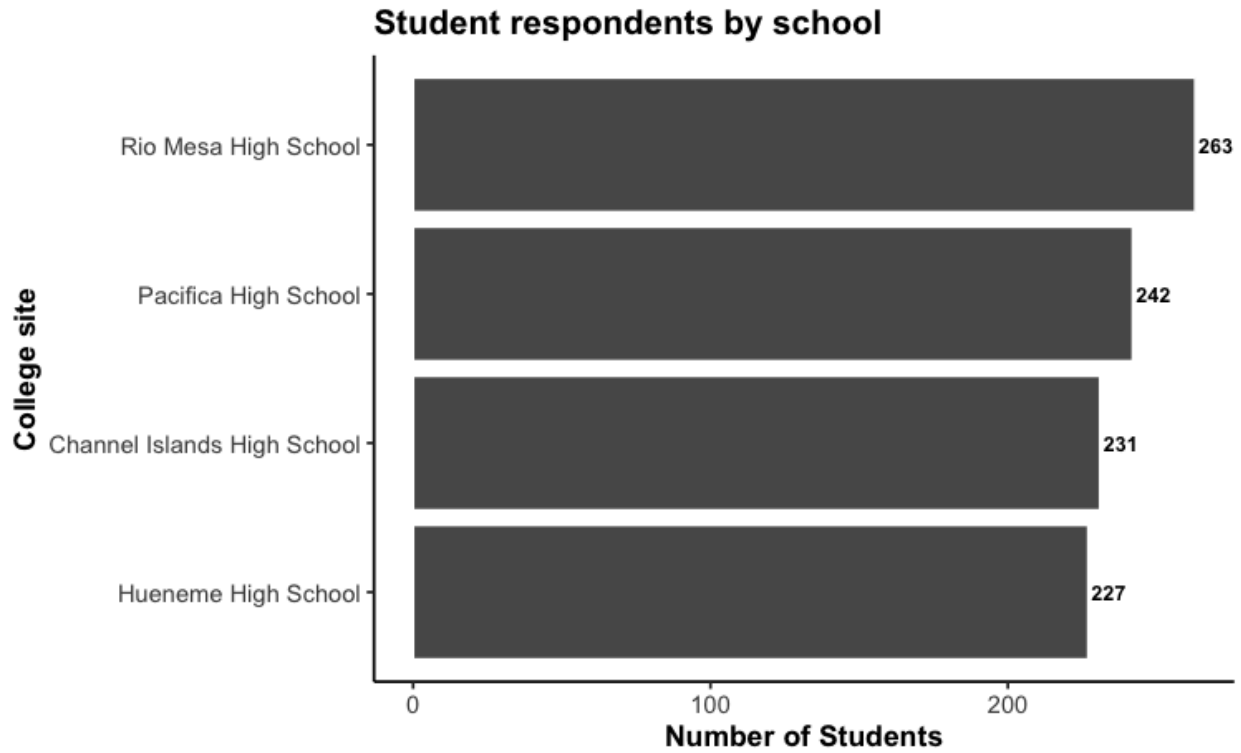


Figure 1. Number of student respondents by college site.

More students identified as female across each of the four college sites. As displayed in Figure 2, Rio Mesa High School had 134 students identifying as female and 123 students identified as male. Similar gender demographic trends occurred across the other schools.

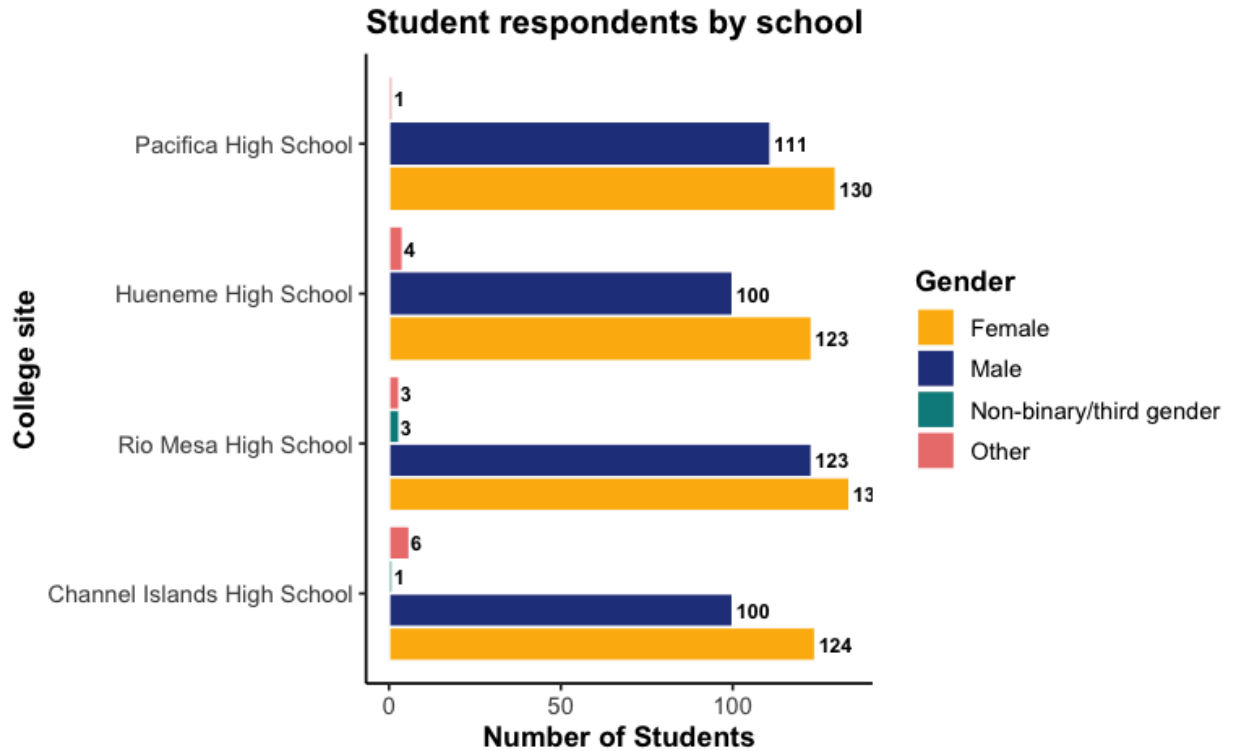


Figure 2. Number of student respondents by school and gender.

A majority of the students surveyed identified as sophomores, except at Channel Islands High School where almost all the participants identified as juniors (N= 227). Moreover, at Channel Islands High School, three students identified as sophomores, as shown in Figure 3. Figure 3 also shows that 258 students at Rio Mesa High School identified as sophomores, and three students identified as seniors. At Pacifica High School, 215 students were sophomores, 19 students were freshman, and 4 students were seniors (Figure 3).

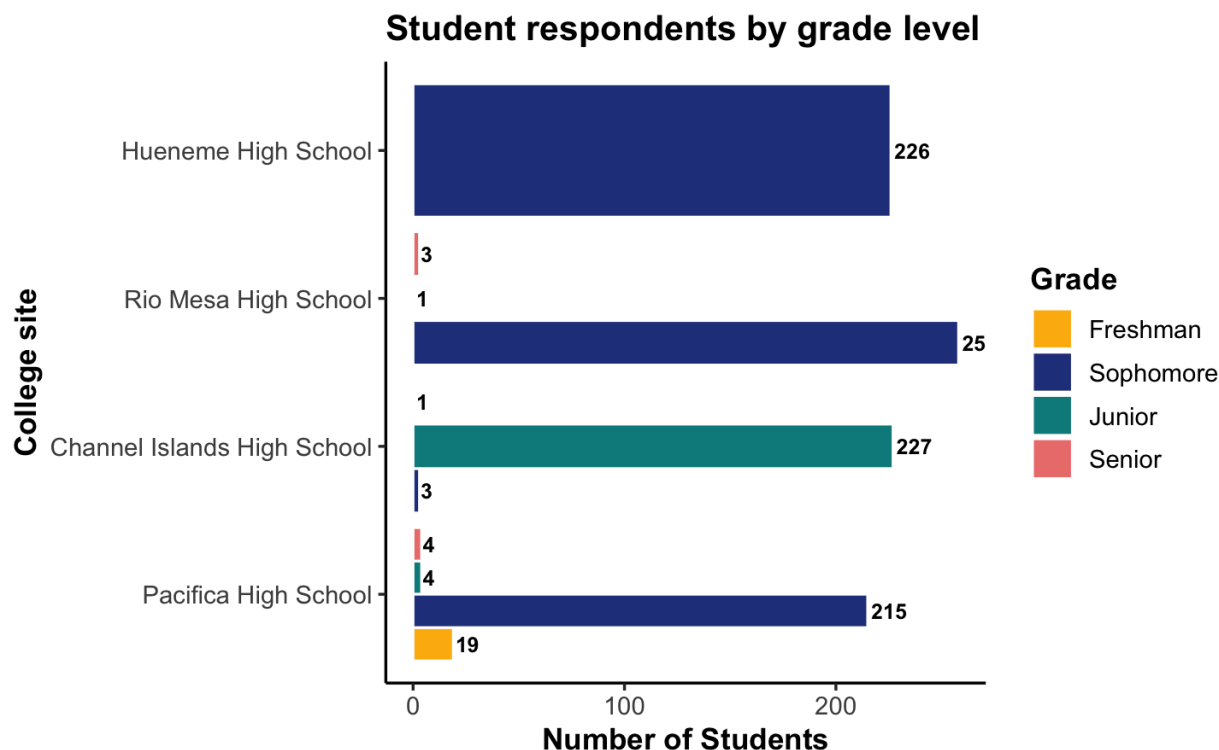


Figure 3. Number of student respondents by grade level and college site.

III. Student respondent interest in systems of higher education

Figure 4 describes the number of students interested in the different systems of higher education in California by college site. Figure 4 shows that students are primarily interested in the California community college system (CCC) and the California State University system (CSU). Moreover, across all the college sites, students are least interested in out of state colleges or universities or other options (Figure 4). These trends appeared across the four Ventura county college sites that participated in the survey.

Channel Islands High School had the most interest in the CCC with over 140 students selecting the option on the survey (Figure 4). Students at CIHS also had a significant number of students interested in the CSU system (N = 127). The figure further shows that 117 students at CIHS have an interest in the University of California (UC) system. The number of students interested in the UC system at CIHS is similar to the number of students interested in the UC system at other participating college sites in Ventura county.

Finally, Hueneme High School (HHS) expressed lower interest in the UC and CSU system, with only 83 students expressing interest (Figure 4). The differences in outcomes can be explained by the longevity of EAOP at each college site as EAOP at HHS lacked an EAOP coordinator until the recent academic year. The presence of EAOP at other college sites can help explain the difference in interest in higher education systems in California.

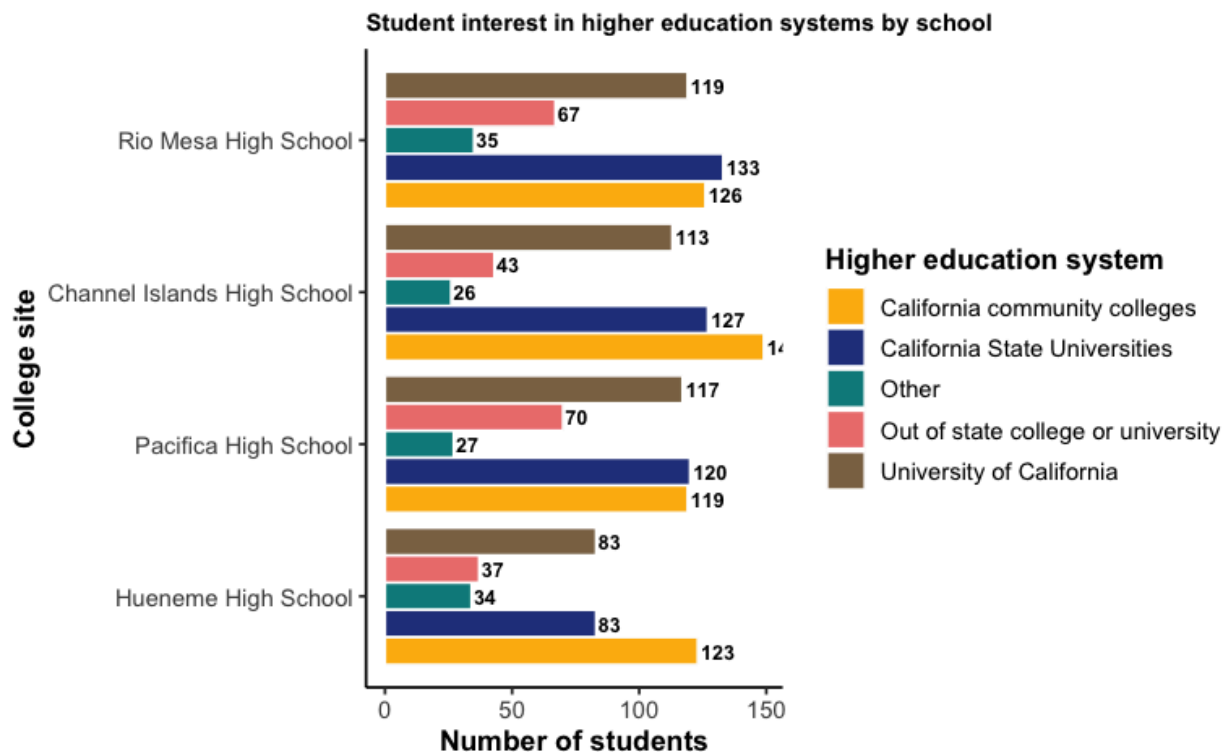


Figure 4. Number of student respondents interested in systems of higher education by college site.

IV. A-G Validation presentation feedback results

Student familiarity with A-G Validation Presentation concepts

Figure 5 shows the topics related to the admission process that students had at least some familiarity with. Across the college sites, students expressed the most familiarity with A-G requirements. Rio Mesa High School (RMHS) had the most students (232 students) report familiarity with the A-G requirements (Figure 5). Moreover, RMHS had the highest number of students that expressed familiarity with extracurricular activities, community service, and community college dual enrollment (Figure 5).

A similar number of students at Pacifica High School (PHS) and CIHS reported that they were familiar with community college dual enrollment and extra-curricular activities (Figure 5). HHS students also reported familiarity with admission requirements at similar rates as the other institutions, although the total number of students familiar with the concepts was less than other college sites (Figure 5). Less than 50 sophomore students at Hueneme high school reported that they were familiar with personal insight questions/personal statements. However, this low number of students is comparable to other Ventura county EAOP college sites.

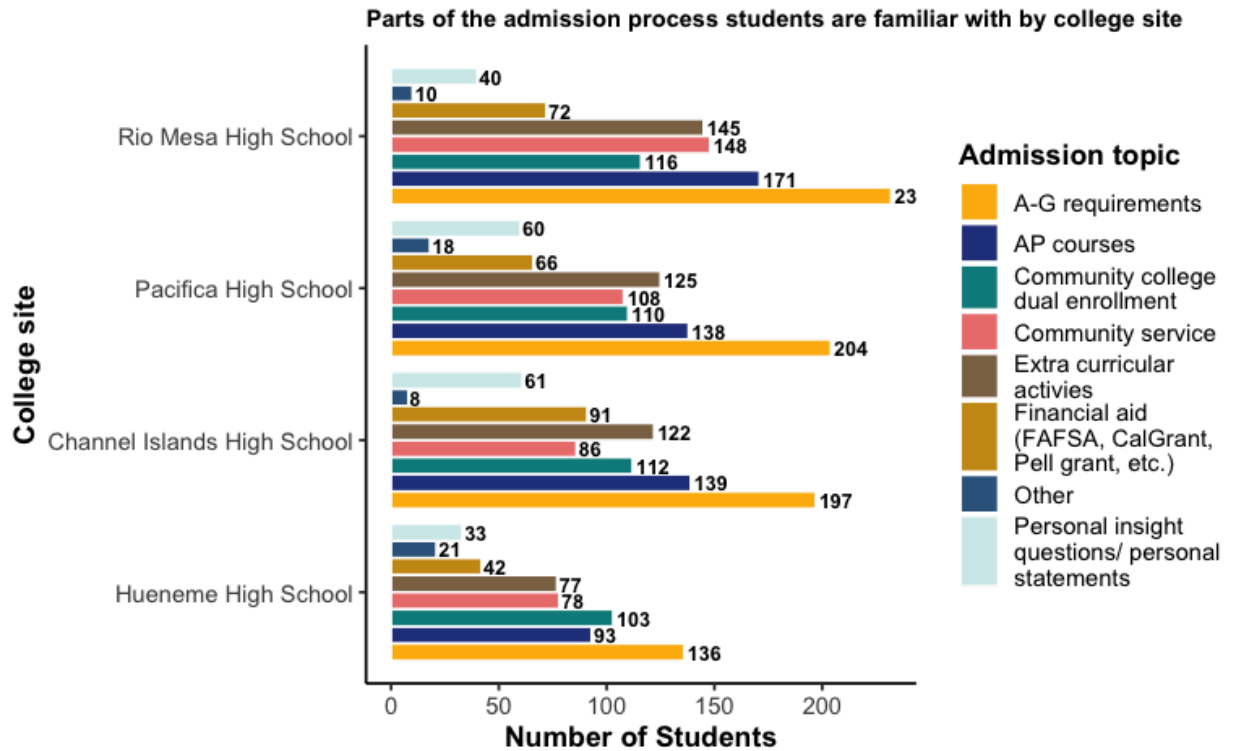


Figure 5. Number of students reporting they felt comfortable with A-G course requirements.

Students had the option to select which concepts they understood that were covered in the A-G validation presentation for respective grade levels at each school. Figure 6 shows the number of students who reported understanding the different A-G concepts that were covered in the feedback survey. Most students at each college site reported they understood what the 5.0 GPA was, but much less reported understanding the 4.0 GPA concept. These findings should be analyzed with caution as it would make more sense that students are familiar with the 4.0 GPA than the 5.0 GPA. Nonetheless, few students reported being familiar with the Cal Grant GPA as a part of the admissions process.

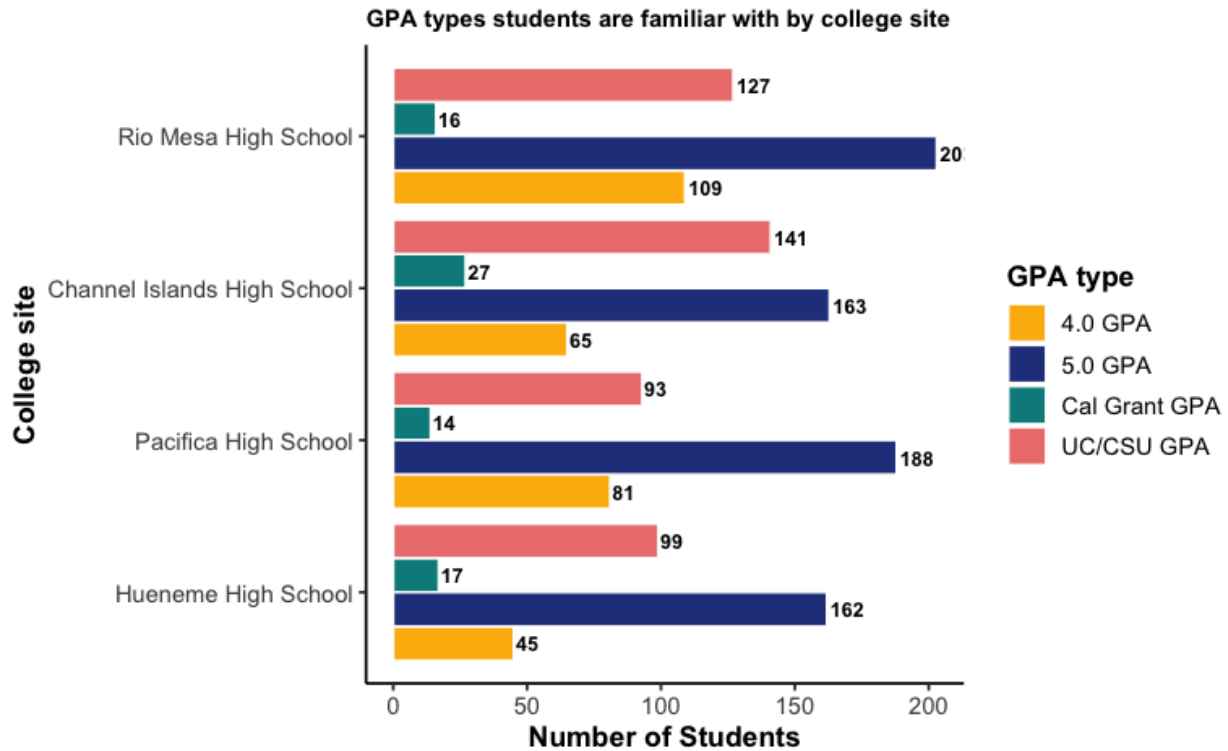


Figure 6. Number of students reporting feeling comfortable with the UC/CSU GPA concept.

Students were also asked to rate their comprehension and comfortability with concepts covered in the A-G validation survey. Figure 7 shows that most students somewhat agreed that they understood the GPA calculation methods. In particular, 80 students at CIHS reported that they “Somewhat agreed,” that they feel comfortable calculating their GPA (Figure 7). This is more than the number of students that reported they “Strongly agreed,” that they felt comfortable calculating their GPA at CIHS. Less than 50 students at each CIHS, HHS, and PHS either “Strongly disagreed,” or “Somewhat disagreed,” that they could calculate their GPAs. However, more than 80 students at RMHS at least somewhat disagreed with feeling comfortable being able to calculate their GPAs.

Student ratings of how well they know the requirements

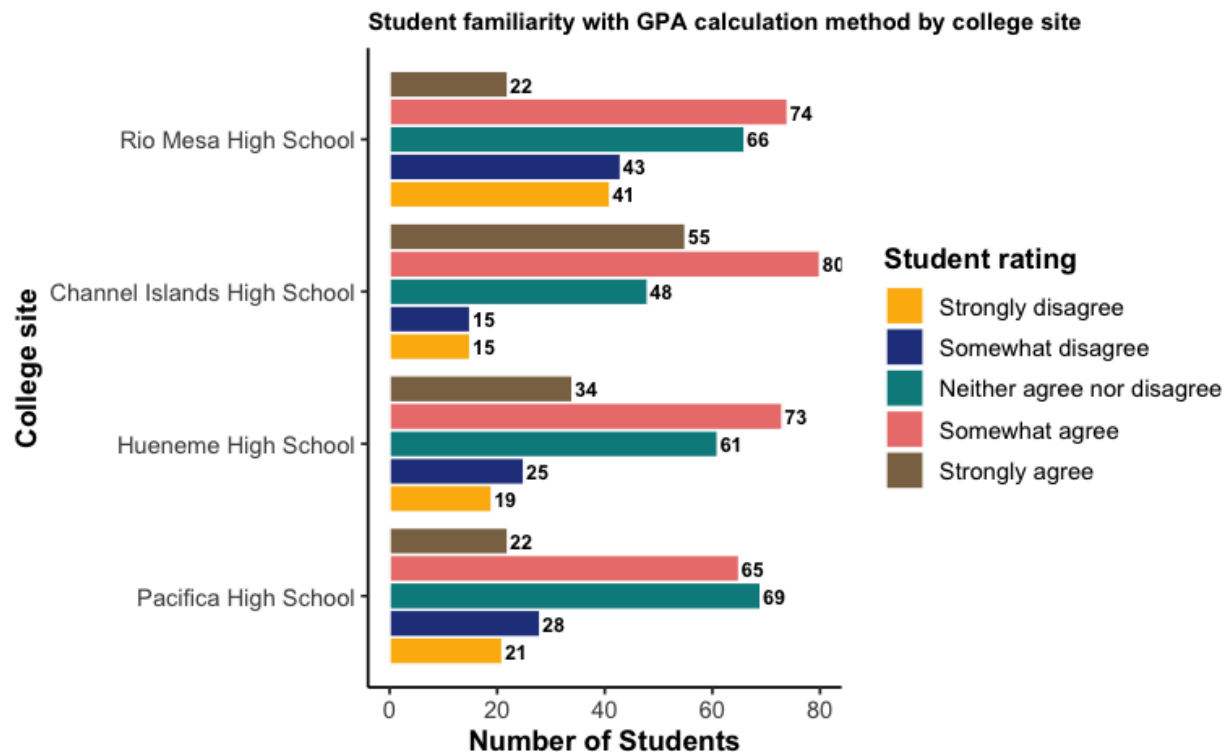


Figure 7. Student ratings of feeling comfortable with the GPA calculation concept.

Students were also asked to rate their familiarity with their personal A-G status. Figure 8 shows that across the four college sites, most students at least “Somewhat agreed,” that they felt familiar with A-G requirements. For example, at HHS, 168 students at least “Somewhat agreed” that they felt comfortable with the A-G requirements (Figure 8). This is similar to that number of students at the other three Ventura county school sites.

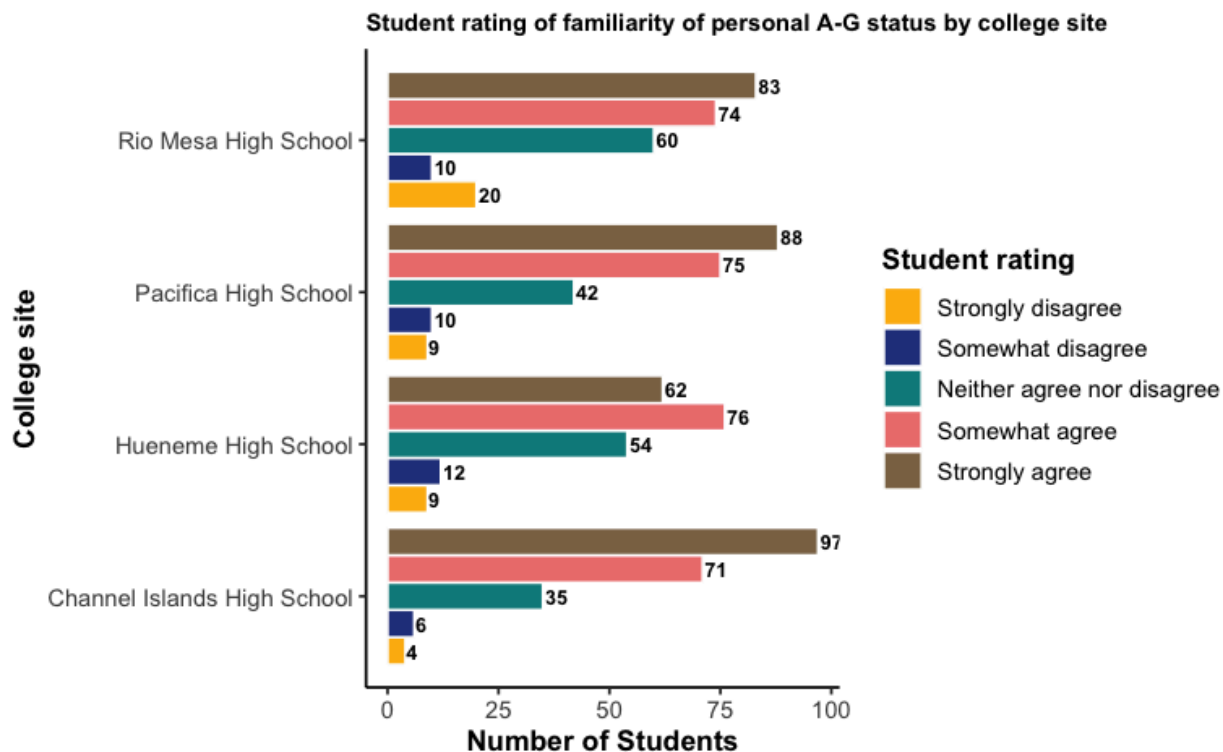


Figure 8. Student rating of comfortability with A-G requirements.

Figure 9 shows the number of students in regards to which A-G requirements students felt they understood or were familiar with. The requirement that the most students selected as familiar with across each of the four college sites was almost always either English or History (Figure 9). However, at PHS more students were familiar with the Science requirement (146 students) than the History requirement (142 students), as shown in Figure 9.

Figure 9 also shows that across all the school sites, students were the least familiar with the A-G college preparatory elective requirement. This was the least selected topic that students felt familiar with and was by far the least selected topic across all the college sites (Figure 9). The figure shows that similar numbers of students expressed familiarity with visual and performing arts, language other than English, and the college preparatory elective requirement.

Student understanding of A-G requirements

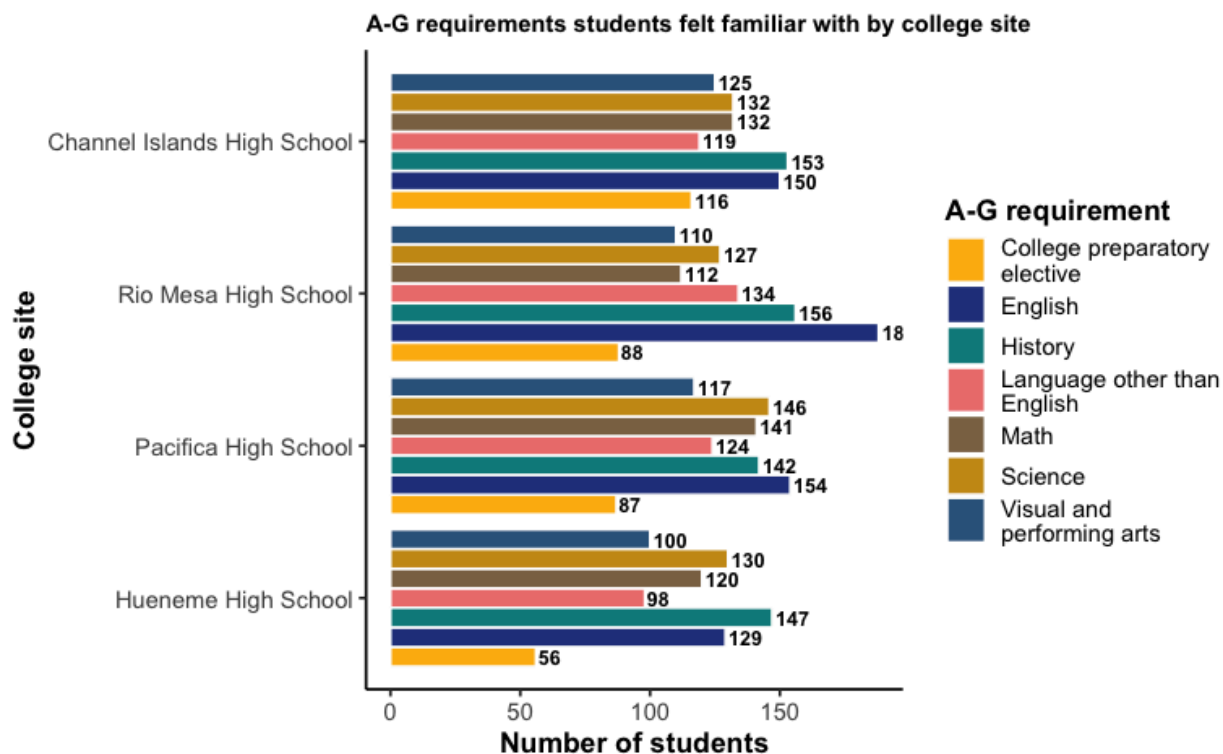


Figure 9. Number of students who understand A-G course requirements by college site and requirement.

Information need about A-G requirements

The survey also asked students to select which A-G course requirements they would like more information about. Figure 10 shows that the most selected requirement was the college preparatory elective. Furthermore, Figure 10 shows that 114 students at RMHS selected college preparatory electives as a requirement they would like to learn more about.

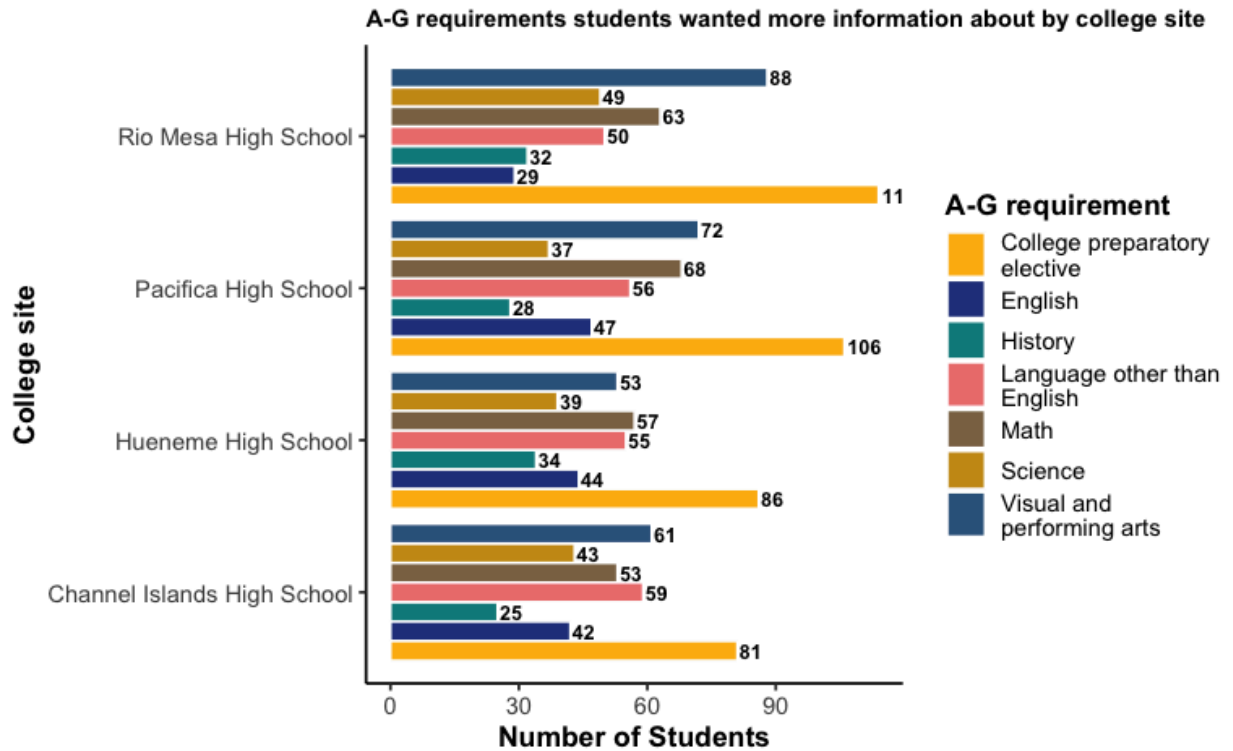


Figure 10. Number of students interested in more information about A-G requirements by college site and topic.

Students were asked to evaluate the extent to which they understood the services that EAOP could provide at their school. Figure 11 shows that students mostly strongly agreed that they understood EAOP services across all four participating college sites.

Student engagement with EAOP services

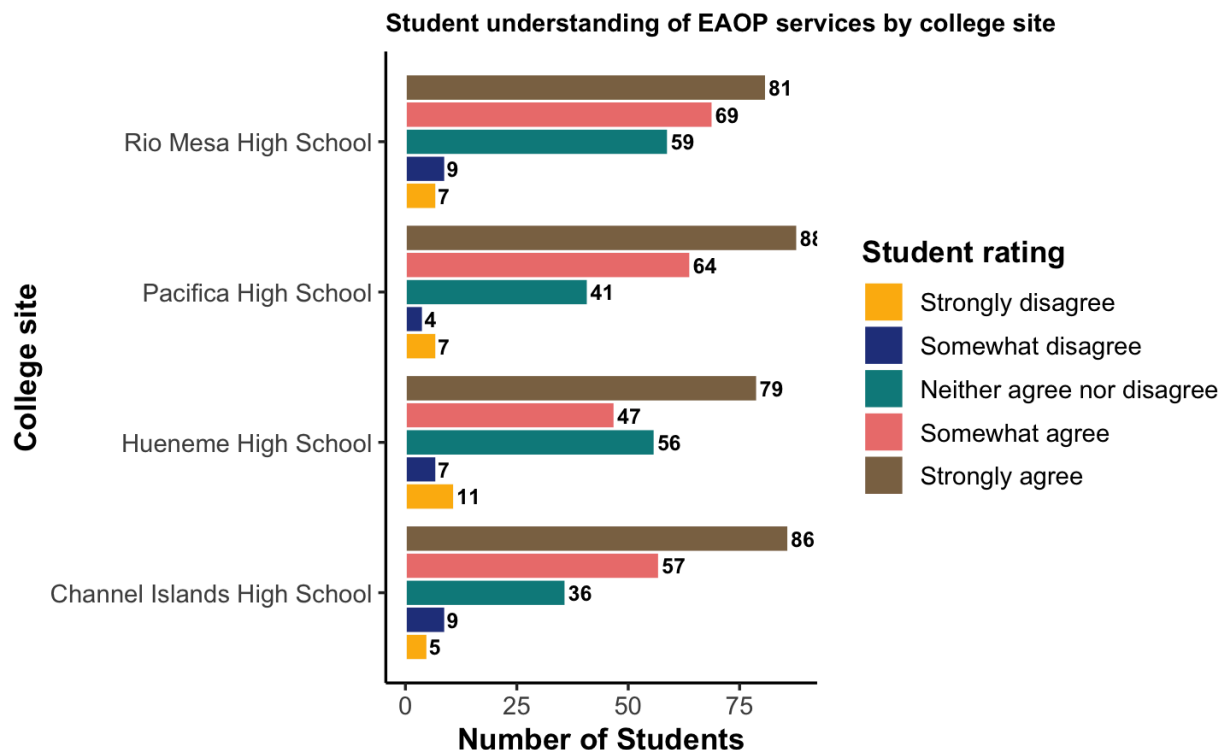


Figure 11. Number of students who understand EAOP whole school services by college site.

Finally, students were asked to rate their agreement that they would reach out to EAOP when they plan on applying for college. Across all the school sites, a majority of students indicated that they at least somewhat agreed that they would seek advising services from EAOP when they plan to apply to college. Figure 12 shows that HHS had the most students indicate that they at least somewhat agreed that they would seek advising services from the EAOP college site coordinator. At HHS, 51 students somewhat agreed and 66 students strongly agreed that they would seek advising services from EAOP when they apply to college (Figure 12). The figure also shows that HHS was the only school that had more students who strongly agreed than somewhat agreed with seeking advising services.

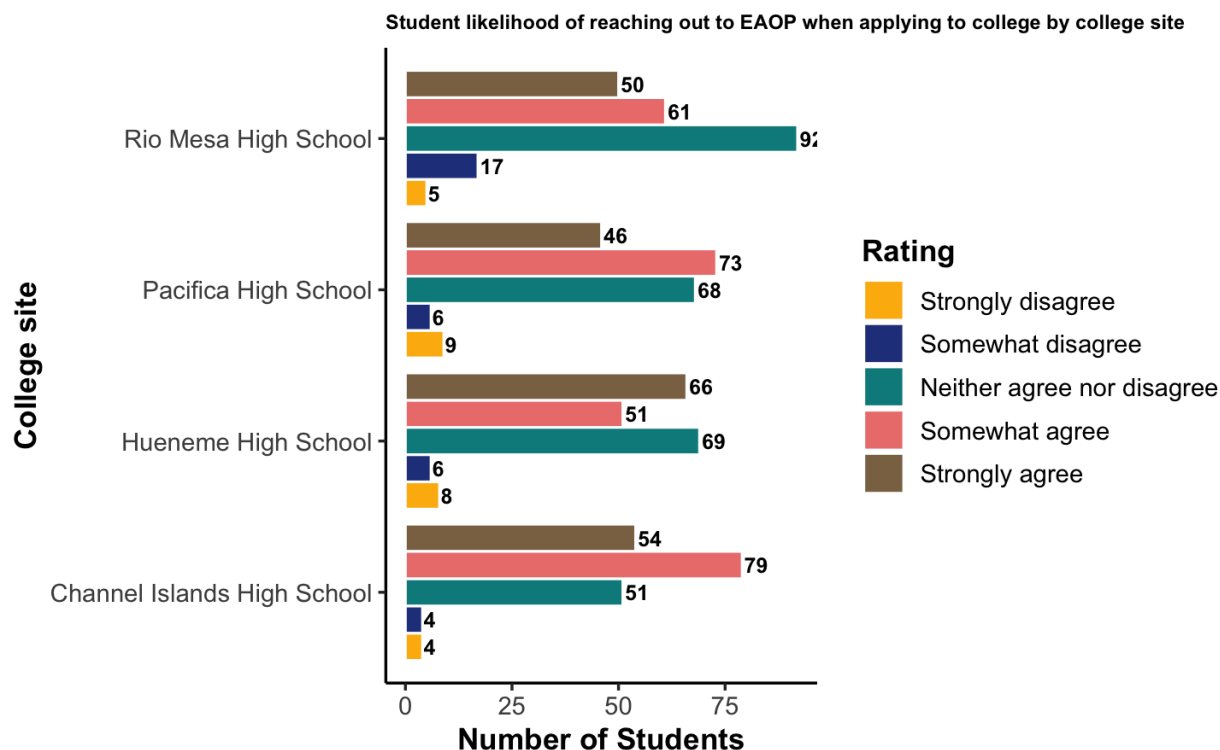


Figure 12. Number of students who plan to meet with EAOP about academic advising.

Student respondents who would like more information

The survey asked students to report which overall advising topic they would like more information about as shown in Figure 13. At CIHS and PHS, the most popular advising topic students would like more information about was financial aid and scholarships (Figure 13). At CIHS, the next most popular topic was career pathway exploration, followed by major exploration.

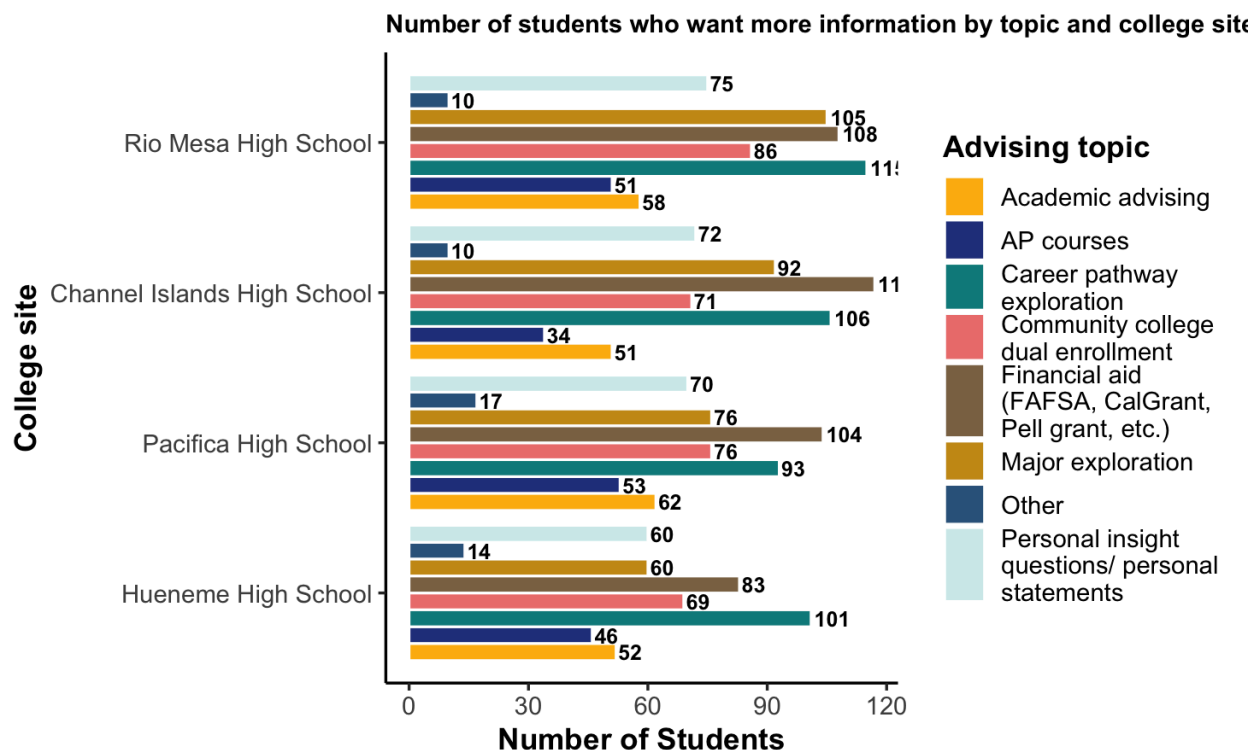


Figure 13. Number of students who would like more information about admissions topics.

V. Conclusion

Overall, EAOP covers significant information about the college admissions process relevant to all systems of California higher education. Students at these college sites expressed different levels of understanding across admission requirements and concepts presented in the whole school A-G validation presentation. However, schools mostly followed similar patterns in terms of students reporting interest and comfortability with the California systems of higher education and related admission requirements.

While students have their own personal stories that are related to their higher education pathways, comparing school performance of students proficiency in understanding the systems of higher education and admissions policies provides useful insight for planning and program development. For example, certain evaluation criteria might be established for each college site in order to provide schools such as CIHS with more students interested in community college with relevant information. Moreover, collecting this feedback from students regarding the usefulness of whole school services particularly comparing schools that have participated in EAOP longer than others.

These findings provide insights that are useful for planning information delivery and targeting at specific college sites. For example, Figure 13 helps understand that students would like more specific information about financial aid, major exploration, and career exploration.