

Bridging the Academic Gap



BECOMING A SUCCESSFUL BRUIN WORKSHOP SERIES

2015 UC Academic Advising Conference
Hosted by UC Merced
at UCLA Covel Commons
Friday, May 1, 2015

Academic Advancement Program



The Academic Advancement Program, known on the UCLA campus as AAP, is the nation's largest university-based program that serves non-traditional and first-generation college students from historically underserved communities (e.g. veterans, parenting students, and low income).

Academic Advancement Program



- The Academic Advancement Program (AAP) was created in 1971 out of the consolidation of UCLA's Equal Opportunity Program (EOP) and High Potential Program (HPP), two early efforts to widen university access for students who had historically been underrepresented at the university.
 - 43rd Year
 - 5,600 current AAP active members (enrolled now)
 - 49,000 members have graduated from UCLA
 - AAP graduation rate is among the highest in the UC system

AAP Eligibility



- Referral from Admissions' database based on various factors: first-generation college student; low income; non-traditional student; historically underserved community; expressed interest in EOP-type programs
- Submitting AAP application to be reviewed by AAP Eligibility Committee and/or successful completion of the Freshman/Transfer Summer Program
- Completion of AAP Orientation

Freshman Summer Program



- 200 Incoming Freshman
- Humanities/Social Science Curriculum
or
- Math/Science Curriculum
and
- Education 92F: Academic Success in the Undergraduate Experience

Academic Workshops



- ✦ Mandatory for all students participating in FSP; 20 students per workshop; facilitated by 1 College Counselor (5 counselors, 10 workshops per week)
 - CU@OH: Interacting with Faculty and Staff
 - Learning New Ways: Study Skills, Techniques and Strategies
 - You're Here, Now What? Setting Realistic Short and Long-Term Goals
 - Where Do You Go For That? Navigating the University
 - What's Next? Goal Setting and College Outcomes

Goals of Workshops



- **CU@OH: Interacting with Faculty and Staff**
 - Students understand what office hours are and how to build a relationship with faculty.
 - Students learn to foster interactions with faculty and staff in an outside of the classroom.

Goals of Workshops (cont.)



○ Learning New Ways

- Students learn new study skills, tips, and strategies.
- Students learn how to form study groups.
- Students develop and maintain a network of academically-centered peers.

Goals of Workshops (cont.)



○ You're Here, Now What? Setting Realistic Short and Long-Term Goals

- Students start to create an academic plan with short and long-term goals.
- Students learn about the importance of and maintain a school-life balance.
- Students are exposed to and utilize various campus resources, and implement strategies and life skills that foster both personal and academic success.

Goals of Workshops (cont.)



○ **Where do you go for that? Navigating the University**

- Students learn about and utilize available campus resources.
- Students learn how to effectively track their degree progress and graduate on time (4 years).
- Students learn and implement enrollment strategies and techniques.

Goals of Workshops (cont.)



○ **What's Next? Goal Setting and College Outcomes**

- Students learn about UCLA majors and minors, and make informed decisions when seeking a field of study.
- Students learn about options after college: Graduate School vs. Professional School vs. Careers.
- Students achieve post-graduate aspirations.

Outcomes of Workshops



○ **Subject to Dismissal and Phase II Data**

- Students who attended FSP 2013, no workshops offered
 - STD after 1st quarter: 18 students
 - Dismissed after 2nd quarter: 6 students
- Students who attended FSP 2014 with mandatory workshops
 - STD after 1st quarter: 8 students
 - Dismissed after 2nd quarter: 6 students

Student Assessment



- **Student Testimonials of Workshop Experience, 176/198 evaluations=88% participation rate**
 - The students expressed that the workshops exposed them to campus resources and helped them to gain knowledge and insight about the structure and expectations of the University. Students especially appreciated learning “the hidden curriculum” of the university. Students reported that the workshops provided information that they would not have learned elsewhere.
 - Overwhelmingly, students reported feeling more confident because they are better informed. They perceive their newly acquired knowledge as a head start to success. Despite some students reporting they feel overwhelmed, they also expressed feeling comfortable exploring resources. They know that they have AAP Counseling for support.

Academic Year: Counseling Roundtables



✦ Different Structure

- Student attendance is optional
- Maximum of 10 students per session
- 5 different workshops facilitated by 1 College Counselor and 1 Peer Counselor (5 sessions per quarter)
- End of session reserved for “I heard...” questions

Outreach for Counseling Roundtables



- Post notices on my.ucla.edu
- AAP FB page
- Interdepartmental emailing
- Flyers
- Students sign-up on my.ucla.edu

Intimate Setting of Counseling Roundtables



- Allows students to interact closely with counselors outside the setting of an appointment
- Allows students to interact closely with a peer counselor outside the setting of an appointment
- Gives students an opportunity to discuss the topics freely and openly in a small setting
- Gives students an opportunity to discuss “I heard” questions and rumors.

Challenges



- Participation
- Resources (6 students makes this cost-effective)
- Self-selection

Questions or Comments?



We appreciate your participation and feedback.

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