

# 2010-2011 ACE Cohort

A descriptive analysis using two timepoint data

OFFICE OF THE VICE PRESIDENT FOR INTERCULTURAL AFFAIRS

2011

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## A descriptive analysis using two timepoint data

### **Introduction**

The Academic Community of Excellence (ACE) prepares undergraduate scholars to successfully gain admission to a graduate or professional degree program. The goal of ACE is to increase the graduation entrance rates of qualified applicants at the master's and doctoral levels.

The ACE program focuses on the *sophomore year experience* of students from groups traditionally underrepresented (first generation and ethnic minority) in graduate school. ACE's services are linked to factors that positively influence college retention, academic excellence, and graduate school enrollment.

As of September 2010, there are 76 ACE students at LMU. The 2010-2011 ACE cohort consists of 30 students and represents 39% of all current ACE students.

### **Survey Goals**

The 2010-2011 ACE cohort was administered two surveys. The pretest was administered during orientation. The primary purpose of the ACE pretest survey was to gain a better understanding of who ACE students are upon entering the ACE program as a sophomore at LMU. More specifically, the pretest survey assessed students' knowledge regarding graduate school admissions and enrollment given the goals of the ACE program. Additionally, the data from the pretest will be used for program development/improvement.

We followed-up with the 2010-2011 ACE cohort in Spring of 2011. The posttest was administered during the last class meeting in early April. The main purpose of the posttest is to determine if any changes have been observed between the beginning and end of the academic year as a result of participating in the ACE program.

### **Survey Methodology**

The pretest was designed in the summer of 2010. It was administered on paper to the 2010-2011 ACE cohort during the ACE orientation in August 2010. Thirty students were invited to participate and 30 students completed the pretest, yielding a 100% response rate.

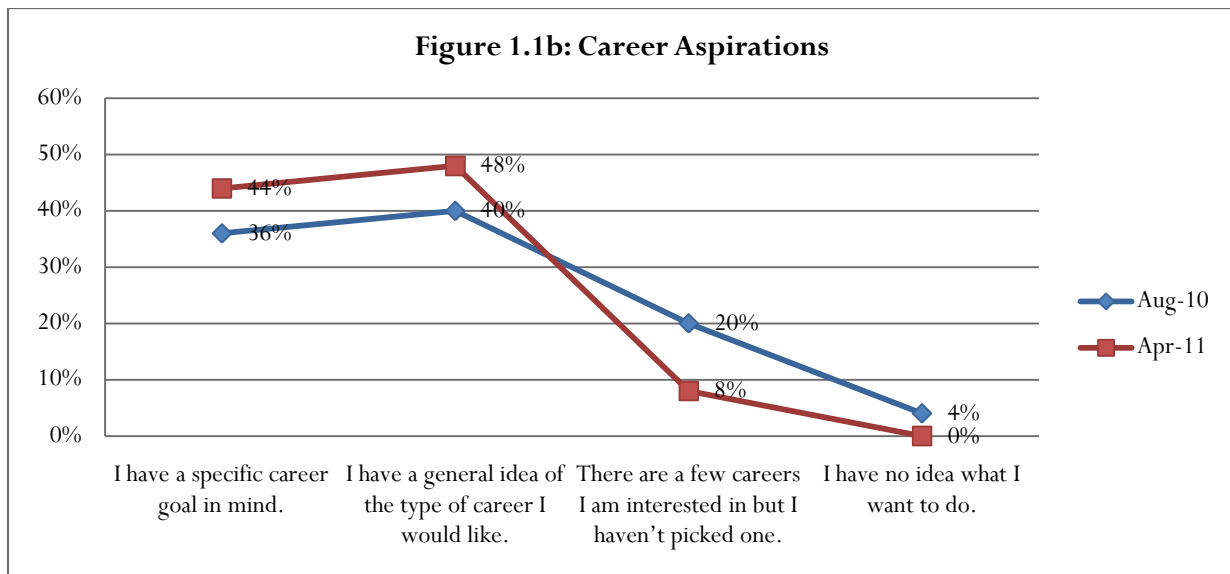
The posttest was administered on paper during the last class meeting in early April. Thirty students were invited to participate and 25 students completed the posttest, yielding an 83% response rate. Both surveys consisted of a variety of items including students' background characteristics (such as academic preparation, activities in their 1<sup>st</sup> year of college, and high school activities), abilities and skills, aspirations, and attitudes about graduate school.

The following represents the 2010-2011 ACE students responses at the start and end of their first year in ACE. Each of the following sections focuses on career and major, knowledge about graduate school, degree aspirations, academic self-confidence, social self-confidence, activities, and satisfaction with the ACE Program. Quantitative data<sup>1</sup> is presented to highlight any growth as a result of participation in the ACE program.

### Career and Major

Table 1.1a Changes in career aspirations from pre to posttest

	August 2010	April 2011	Difference
I have a specific career goal in mind.	36%	44%	+8
I have a general idea of the type of career I would like.	40%	48%	+8
There are a few careers I am interested in but I haven't picked one.	20%	8%	-12
I have no idea what I want to do.	4%	0%	-4



<sup>1</sup> Quantitative data is most often presented in percentages. Caution should be taken when interpreting these percentages given the small number of students.

Table 1.2a: Changes in relationship between major and career goals from pre to posttest

	August 2010	April 2011	Difference
Directly related	64%	76%	+12
Somewhat related	24%	24%	--
I am not sure	12%	0%	-12

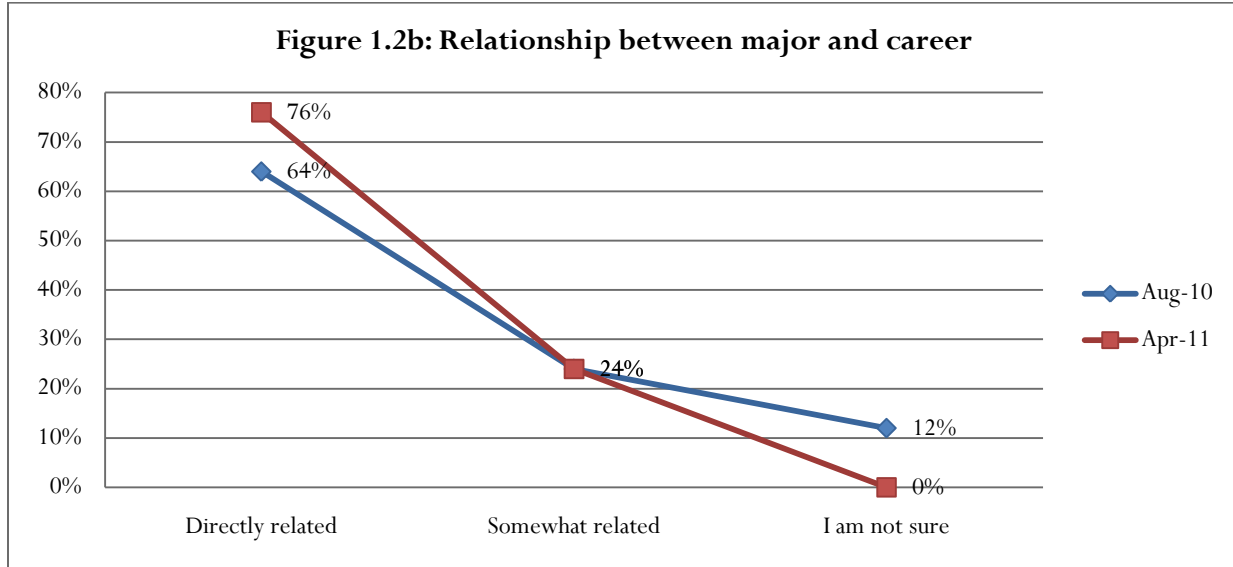
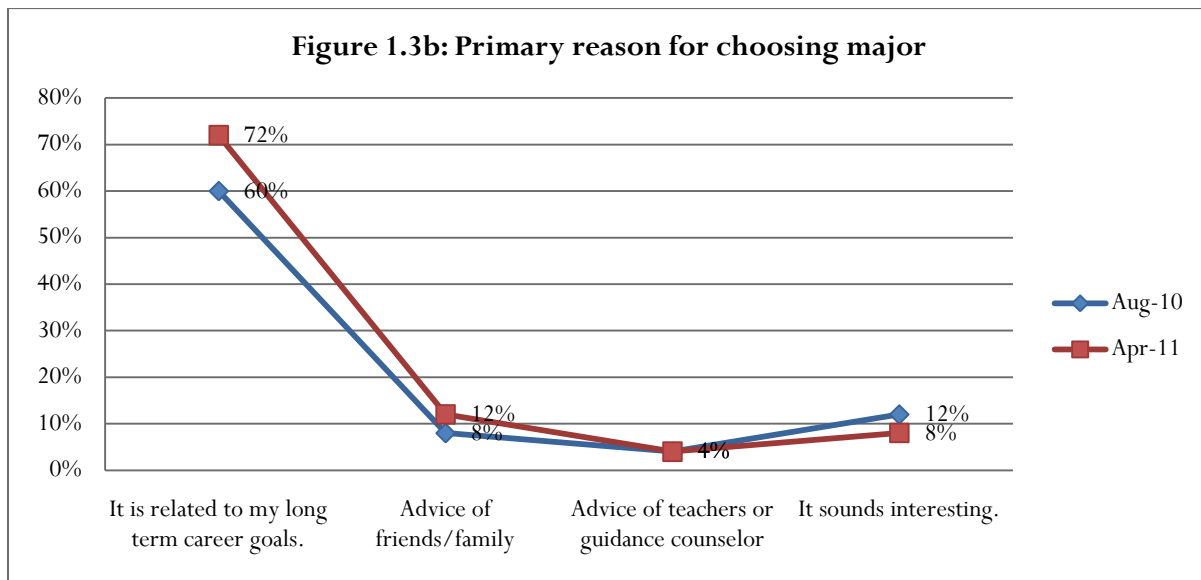


Table 1.3a: Changes in primary reason for choosing major from pre to posttest

	August 2010	April 2011	Difference
It is related to my long term career goals.	60%	72%	+12
Advice of friends/family	8%	12%	+4
Advice of teachers or guidance counselor	4%	4%	--
It sounds interesting.	12%	8%	-4



## Knowledge about Graduate School

Table 2.1a: Changes from pre to posttest: I know the difference between a Master's degree and a doctorate degree.

	August 2010	April 2011	Difference
Strongly Agree	20%	80%	+60
Agree Somewhat	52%	20%	-32
Disagree Somewhat	20%	0%	-20
Strongly Disagree	8%	0%	-8

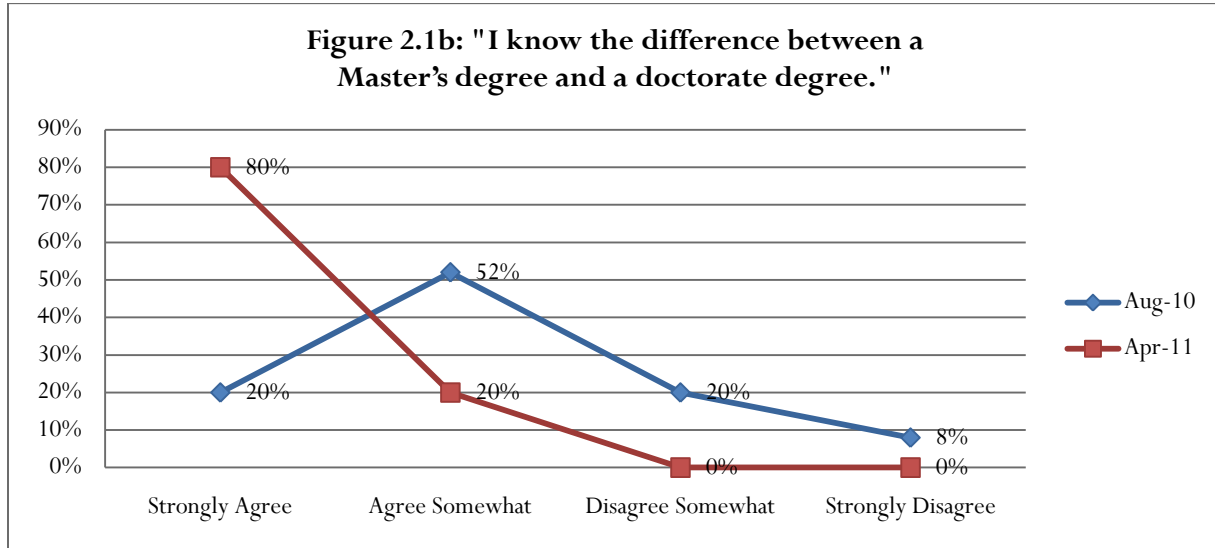


Table 2.2a: Changes from pre to posttest: I meet regularly with a tenure track faculty member in my intended field of study (i.e. NOT a lecturer, graduate student, or TA).

	August 2010	April 2011	Difference
Strongly Agree	16%	36%	+20
Agree Somewhat	24%	28%	+26
Disagree Somewhat	24%	32%	+8
Strongly Disagree	24%	0%	-24
Not Applicable	12%	4%	-8

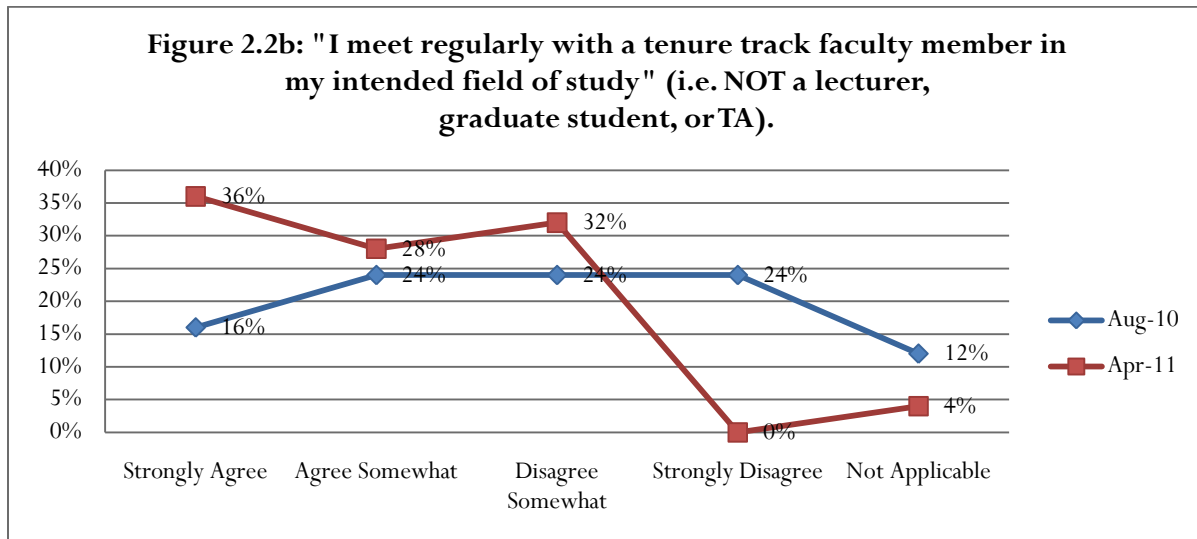


Table 2.3a: Changes from pre to posttest: I am familiar with the leading scholars in my intended field of study (i.e. you are aware of their books and published articles).

	August 2010	April 2011	Difference
Strongly Agree	4%	0%	-4
Agree Somewhat	12%	28%	+16
Disagree Somewhat	36%	40%	+4
Strongly Disagree	48%	24%	-24
Not Applicable	0%	8%	+8

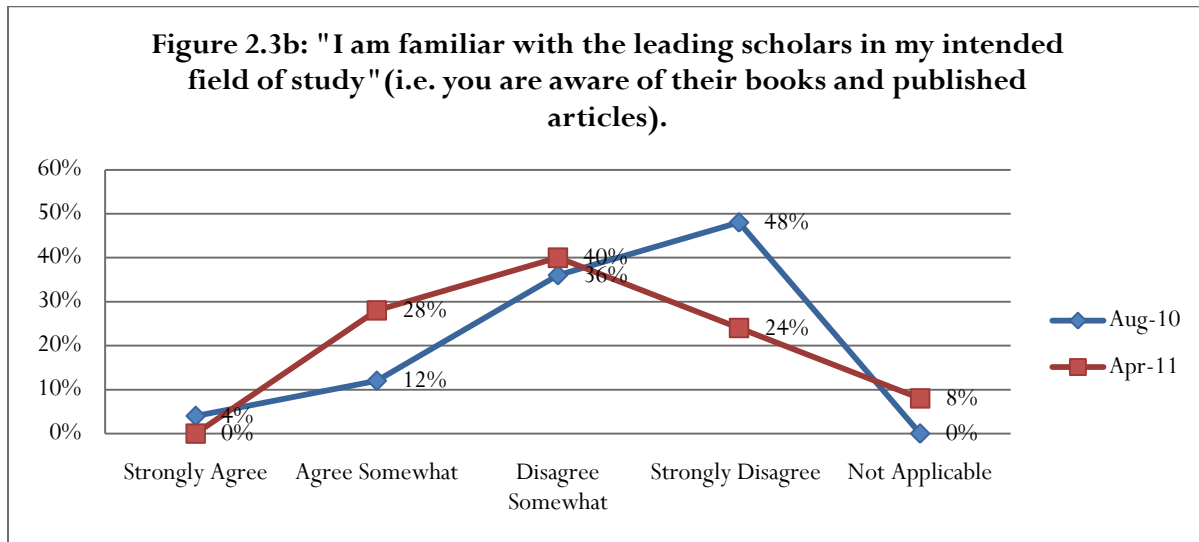


Table 2.4a: Changes from pre to posttest: I have three or more faculty members that will write me strong letters of recommendation for graduate school.

	August 2010	April 2011	Difference
Strongly Agree	21%	33%	+12
Agree Somewhat	42%	50%	+8
Disagree Somewhat	25%	13%	-12
Strongly Disagree	12%	4%	-8
Not Applicable	0%	0%	--

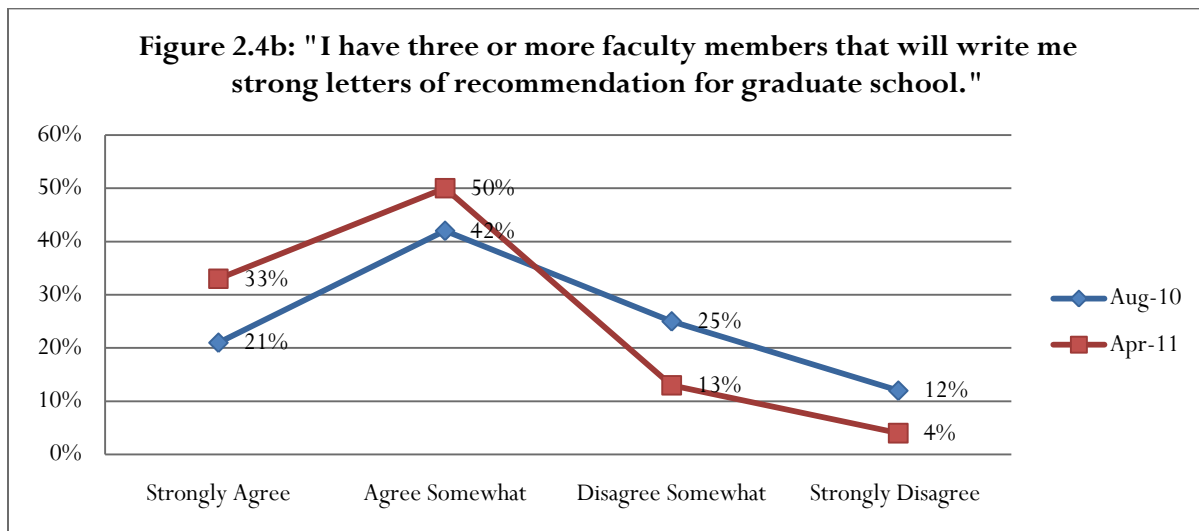


Table 2.5a: Changes from pre to posttest: I am knowledgeable about the graduate school application process.

	August 2010	April 2011	Difference
Strongly Agree	9%	42%	+33
Agree Somewhat	29%	58%	+29
Disagree Somewhat	29%	0%	-29
Strongly Disagree	33%	0%	-33
Not Applicable	0%	0%	--

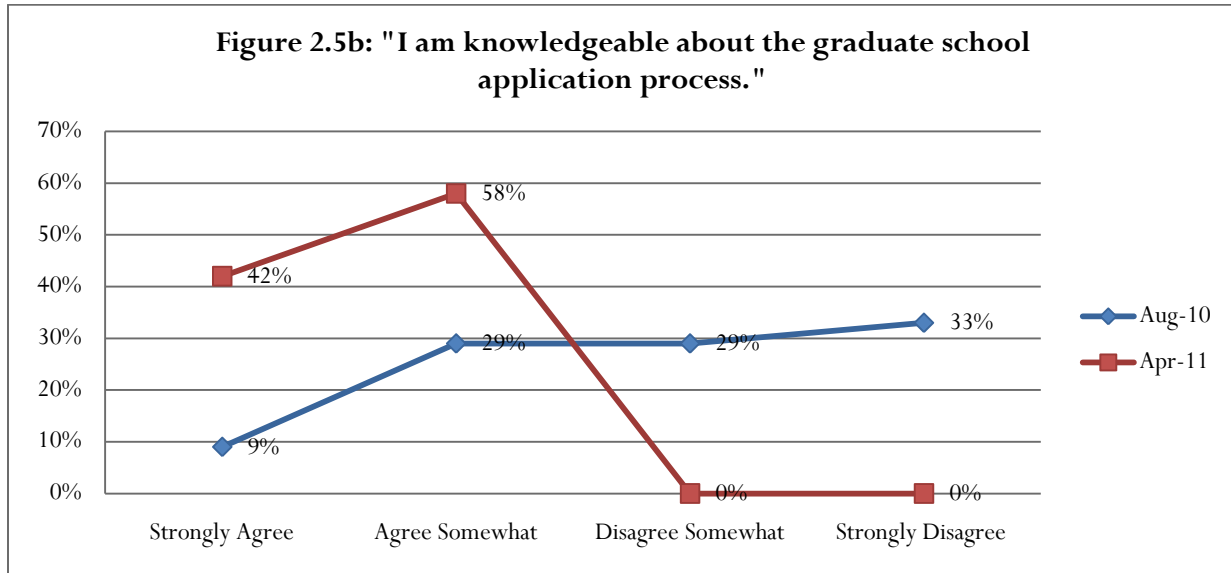


Table 2.6a: Changes from pre to posttest: I know the admission requirements for graduate school.

	August 2010	April 2011	Difference
Strongly Agree	4%	50%	+46
Agree Somewhat	42%	46%	+4
Disagree Somewhat	17%	4%	-13
Strongly Disagree	37%	0%	-37
Not Applicable	0%	0%	--

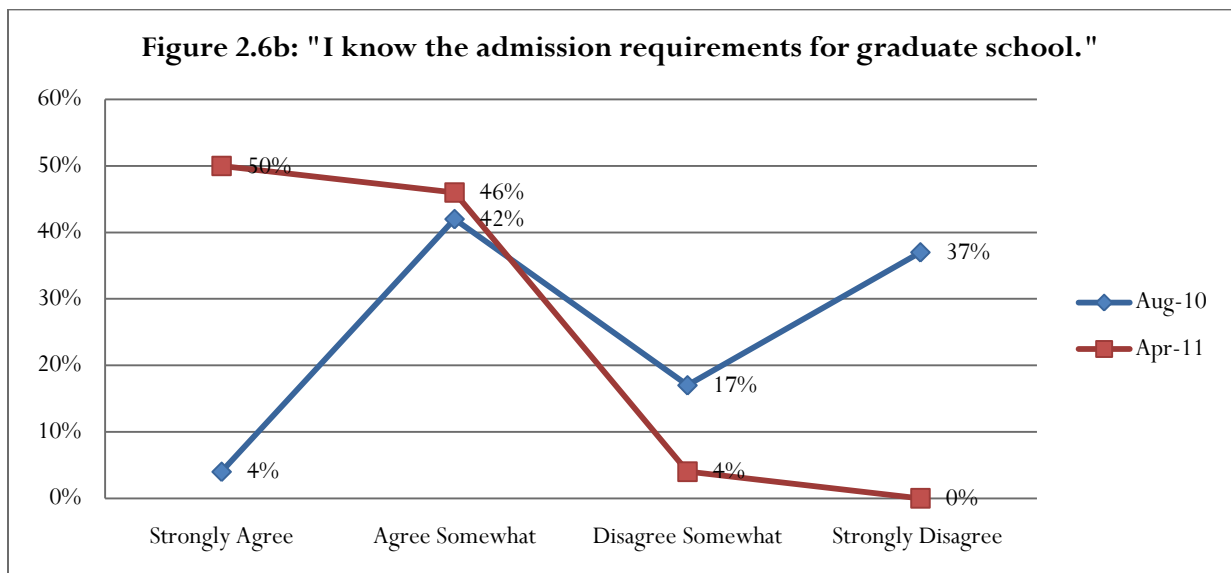


Table 2.7a: Changes from pre to posttest: I am aware of the types of skills I need to succeed in graduate school.

	August 2010	April 2011	Difference
Strongly Agree	24%	68%	+44
Agree Somewhat	52%	32%	-20
Disagree Somewhat	16%	0%	-16
Strongly Disagree	8%	0%	-8
Not Applicable	0%	0%	--

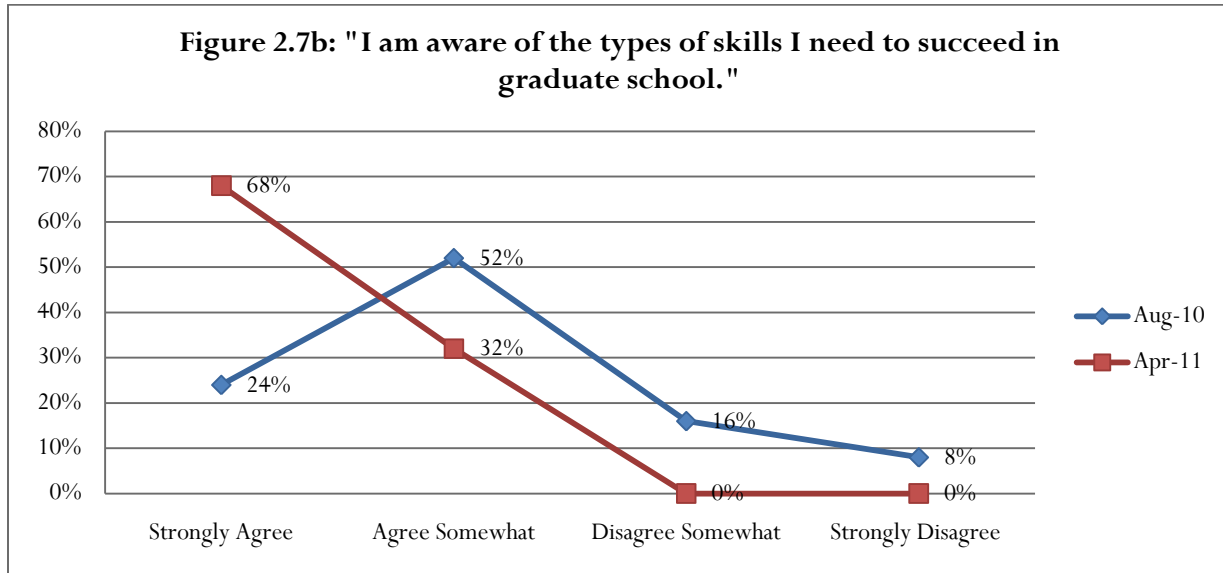


Table 2.8a: Changes from pre to posttest: I am aware of funding opportunities for graduate school.

	August 2010	April 2011	Difference
Strongly Agree	12%	28%	+16
Agree Somewhat	40%	68%	+28
Disagree Somewhat	20%	4%	-16
Strongly Disagree	28%	0%	-28
Not Applicable	0%	0%	--

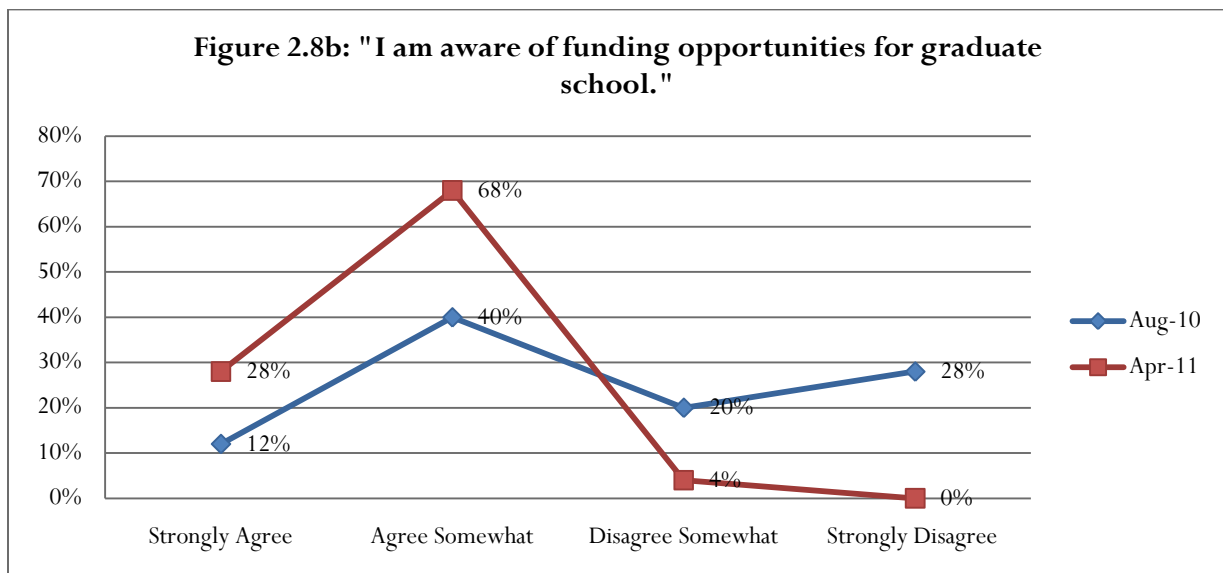
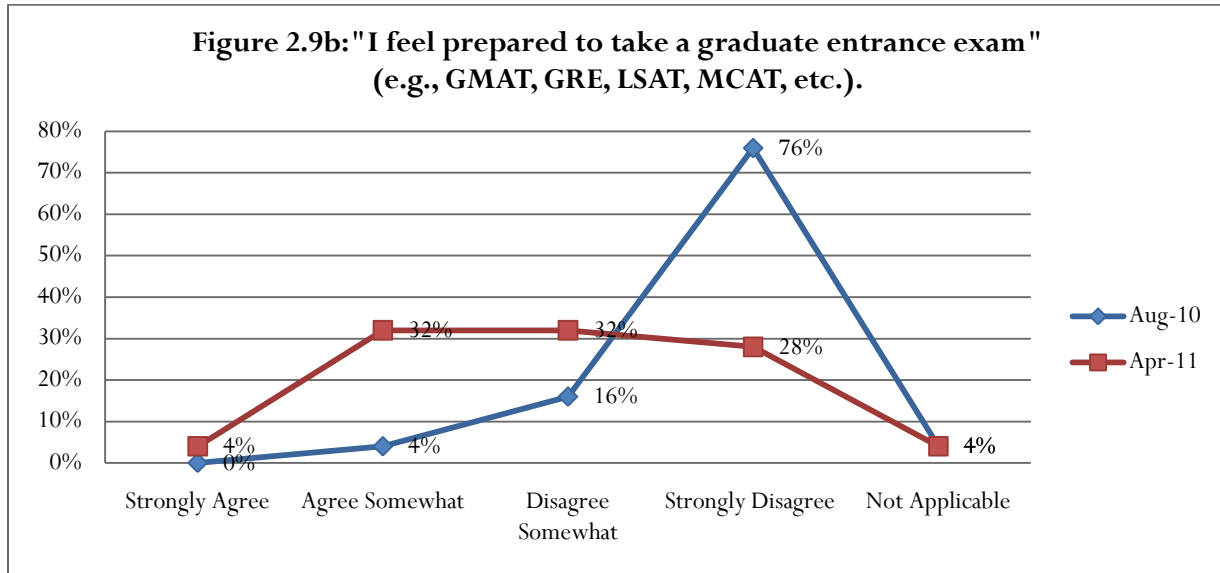


Table 2.9a: Changes from pre to posttest: I feel prepared to take a graduate entrance exam (e.g., GMAT, GRE, LSAT, MCAT, etc.).

	August 2010	April 2011	Difference
Strongly Agree	0%	4%	+4
Agree Somewhat	4%	32%	+28
Disagree Somewhat	16%	32%	+16
Strongly Disagree	76%	28%	-48
Not Applicable	4%	4%	--



## Degree Aspirations

Table 3.1a: Changes from pre to posttest: Likelihood of pursuing a Masters degree

	August 2010	April 2011	Difference
Very Likely	63%	71%	+8
Somewhat Likely	25%	25%	--
Not Likely	4%	0%	-4
I don't know	8%	4%	-4

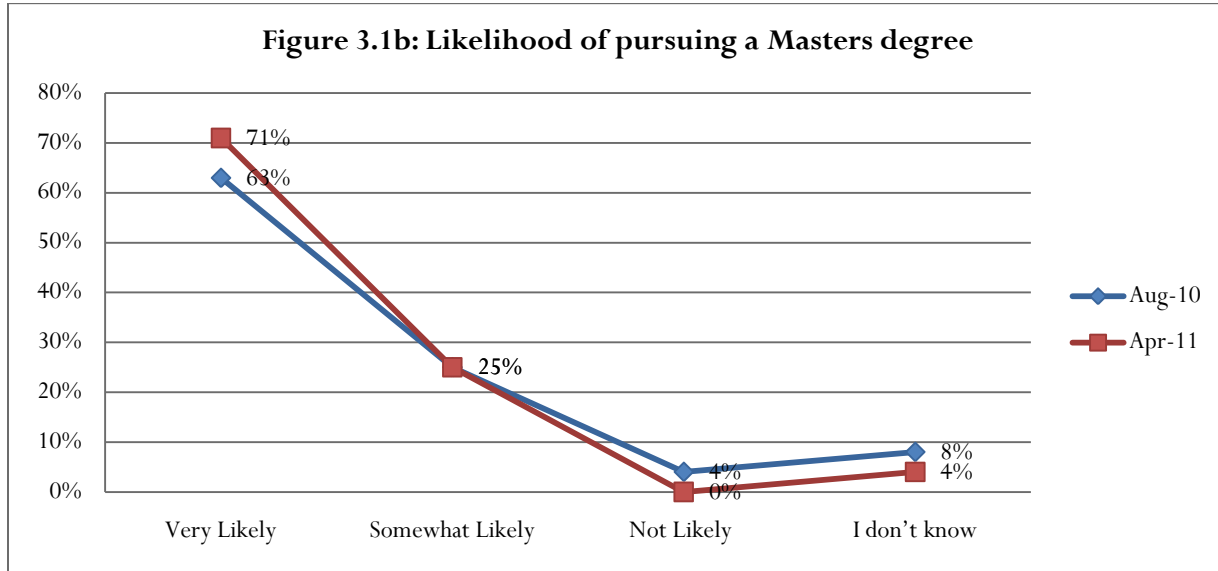
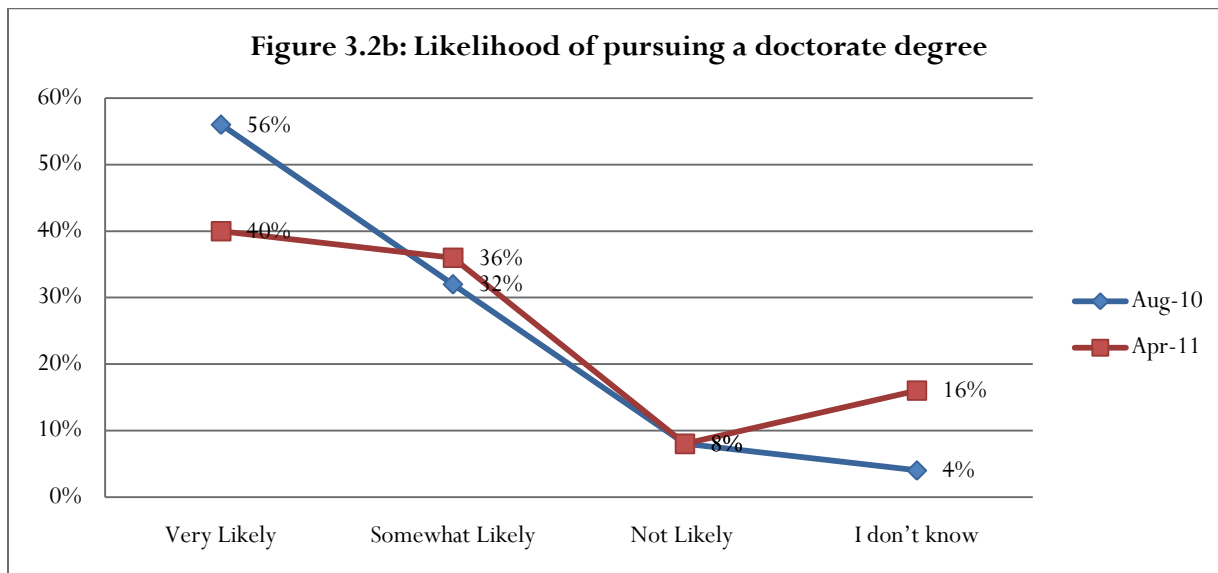


Table 3.2a: Changes from pre to posttest: Likelihood of pursuing a doctorate degree

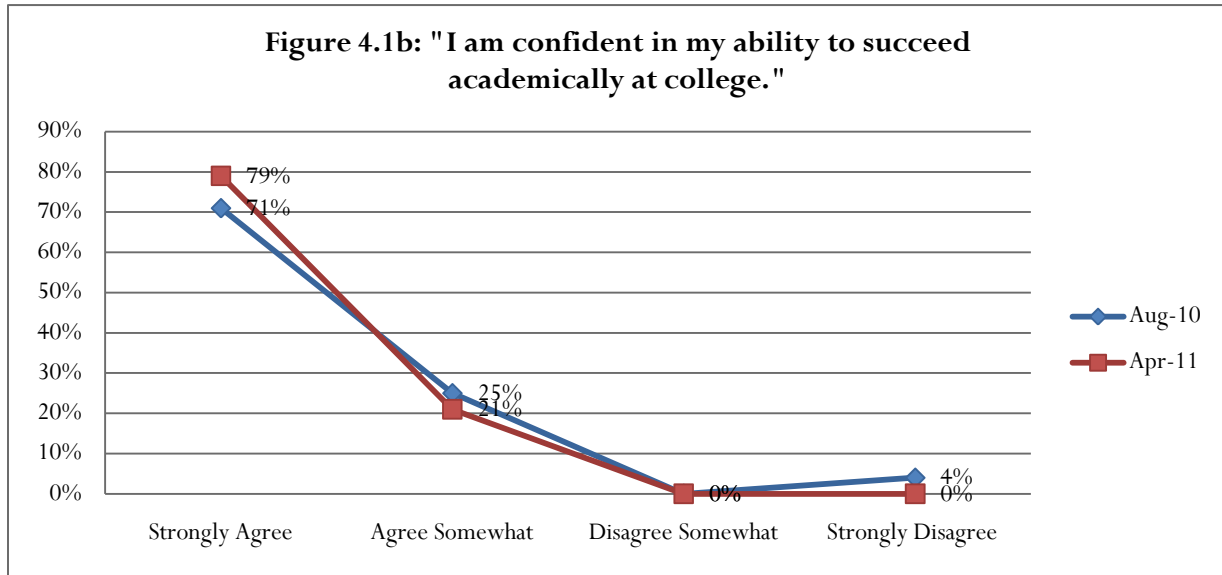
	August 2010	April 2011	Difference
Very Likely	56%	40%	-16
Somewhat Likely	32%	36%	+4
Not Likely	8%	8%	--
I don't know	4%	16%	+12



## Academic Self-Confidence

Table 4.1a: Changes from pre to posttest: I am confident in my ability to succeed academically at college.

	August 2010	April 2011	Difference
Strongly Agree	71%	79%	+8
Agree Somewhat	25%	21%	-4
Disagree Somewhat	0%	0%	--
Strongly Disagree	4%	0%	-4
Not Applicable	0%	0%	--



## Social Self-Confidence

Table 5.1a: Changes from pre to posttest: I am confident in my ability to make friends/maintain a social network at college.

	August 2010	April 2011	Difference
Strongly Agree	52%	72%	+20
Agree Somewhat	36%	16%	-20
Disagree Somewhat	8%	8%	--
Strongly Disagree	4%	0%	-4
Not Applicable	0%	4%	+4

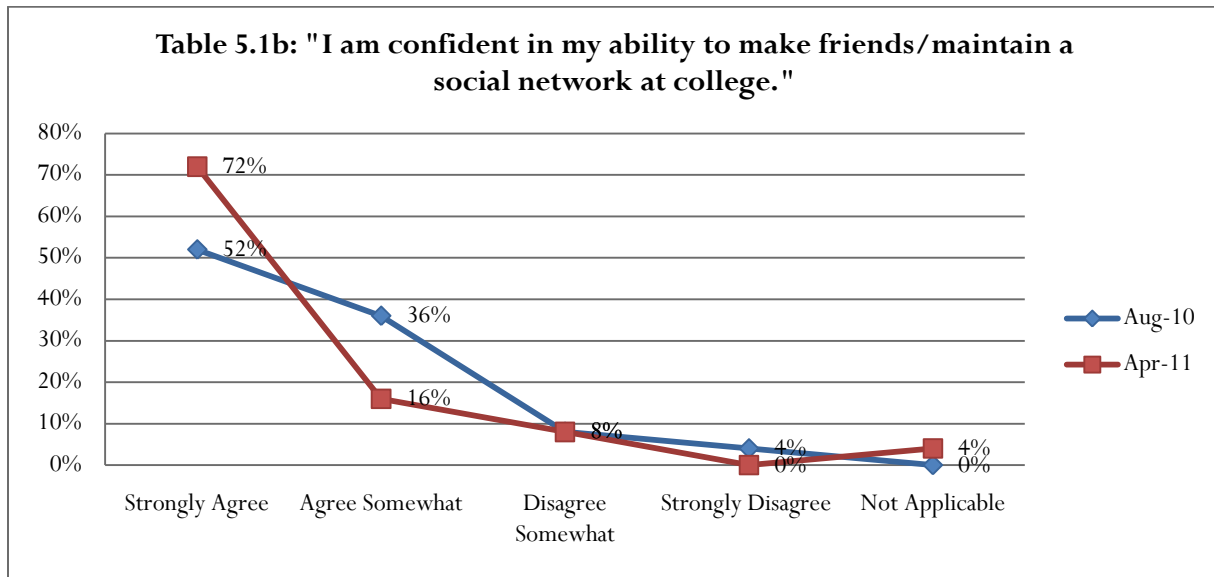
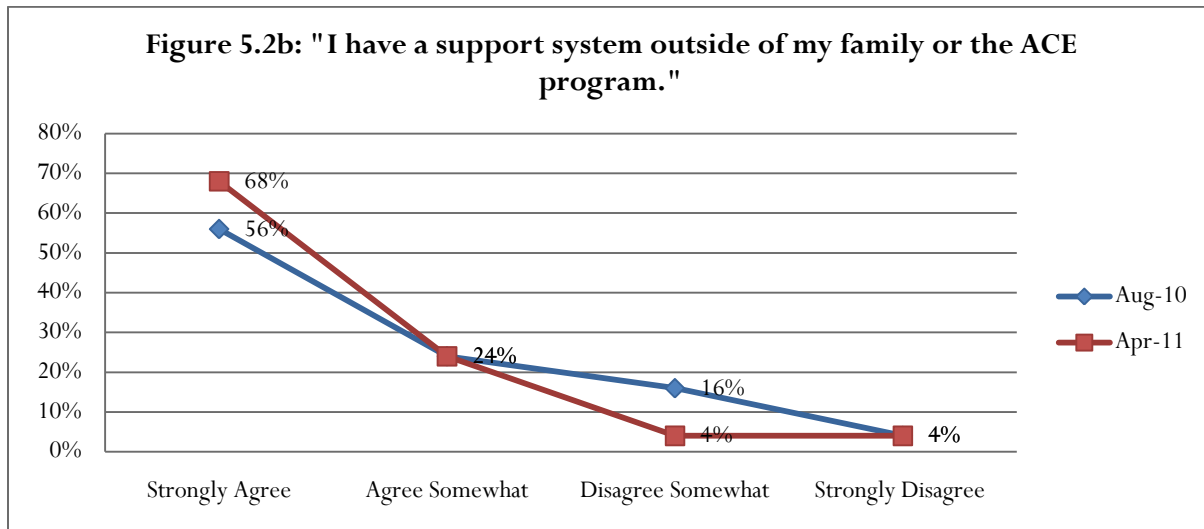


Table 5.2a: Changes from pre to posttest: I have a support system outside of my family or the ACE program.

	August 2010	April 2011	Difference
Strongly Agree	56%	68%	+12
Agree Somewhat	24%	24%	--
Disagree Somewhat	16%	4%	-12
Strongly Disagree	4%	4%	--
Not Applicable	0%	0%	--



## Hours per week: Studying and Socializing with Friends

Table 6.1a: Changes from pre to posttest: Hours per week studying

	August 2010	April 2011	Difference
0-5 hours per week	7%	8%	+1
6-15 hours per week	47%	60%	+13
16 or more hours	46%	32%	-14

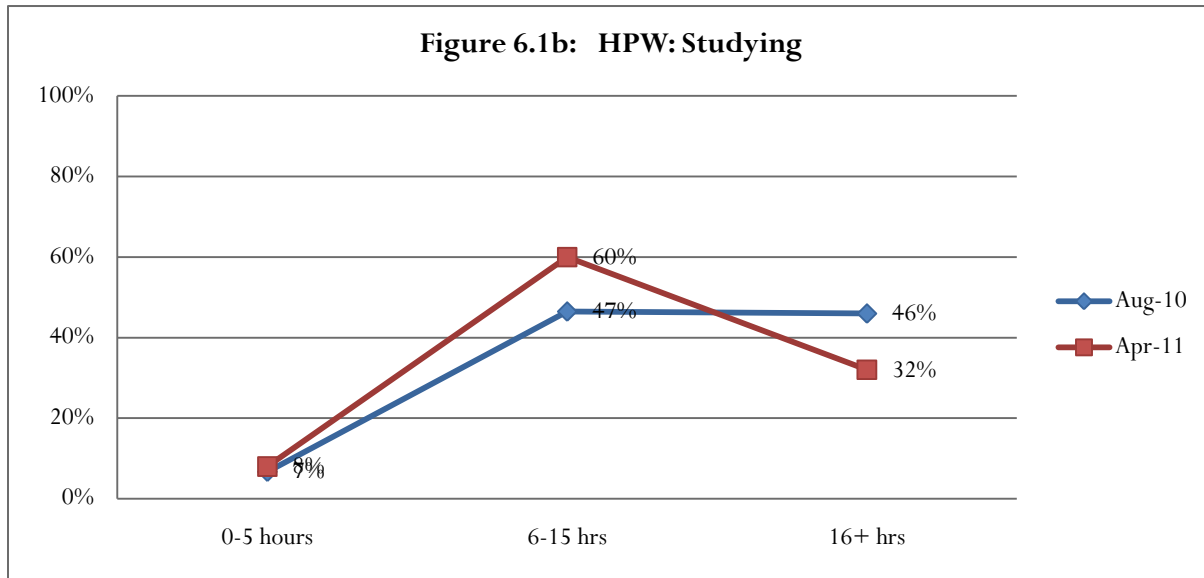
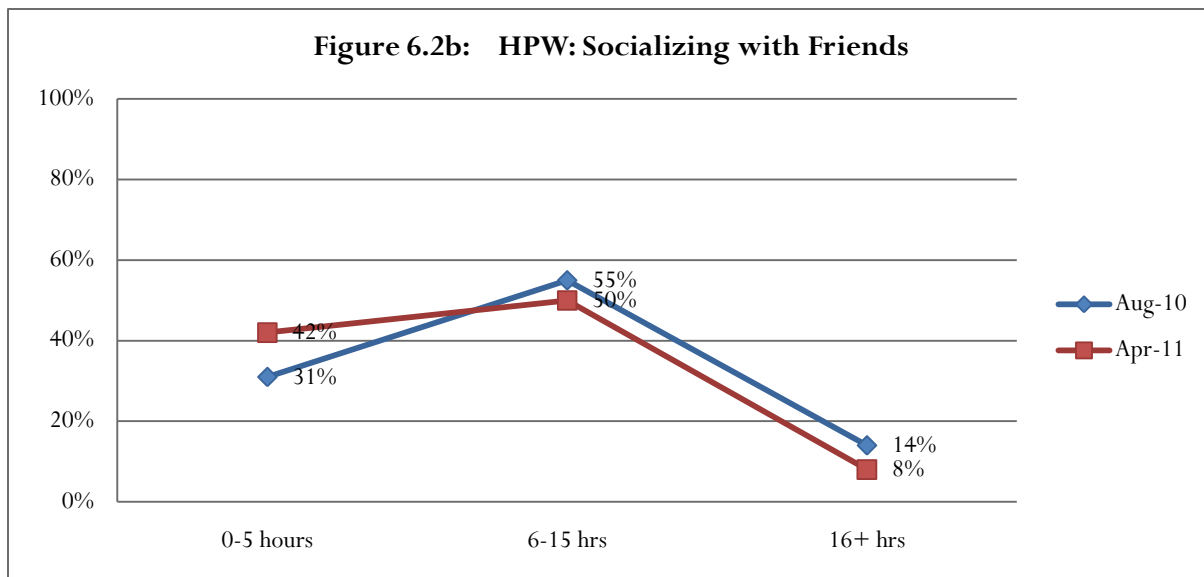


Table 6.2a: Changes from pre to posttest: Hours per week socializing with friends

	August 2010	April 2011	Difference
0-5 hours per week	31%	42%	+11
6-15 hours per week	55%	50%	-5
16 or more hours	14%	8%	-6



## Hours per week: Working

Table 6.3a: Changes from pre to posttest: Hours per week working on-campus

	August 2010	April 2011	Difference
0-5 hours per week	23%	16%	-7
6-15 hours per week	84%	84%	--
16 or more hours	13%	0%	-13

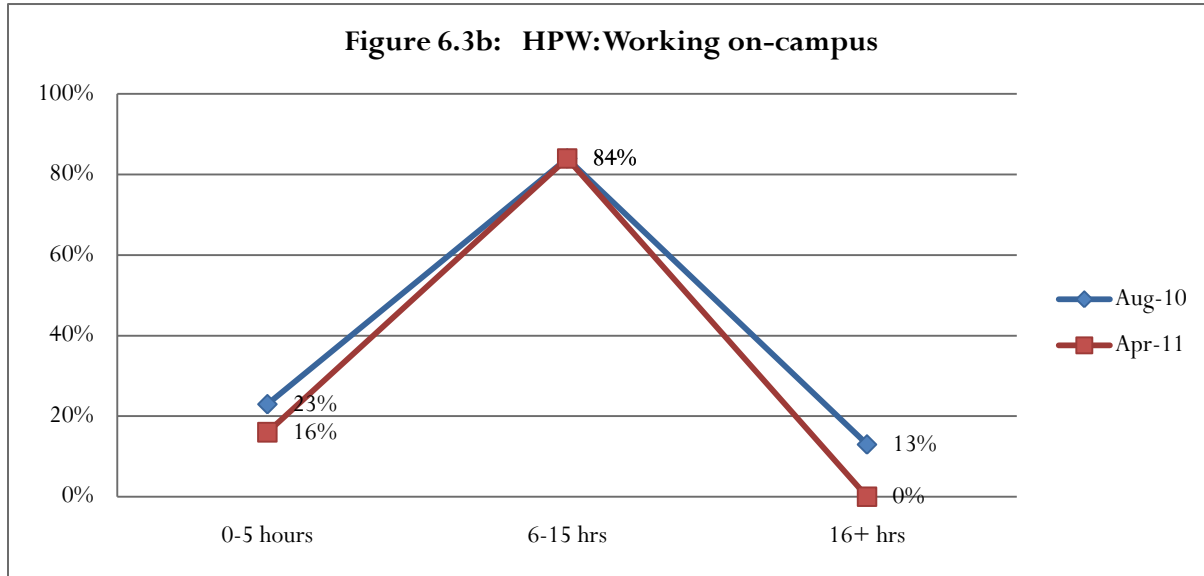
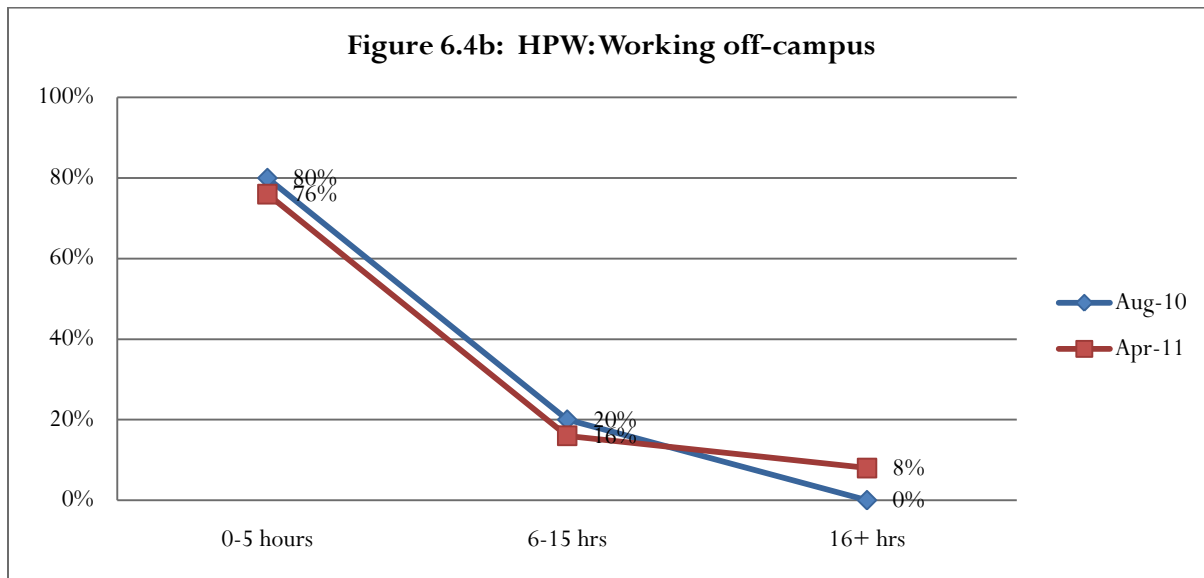


Table 6.4a: Changes from pre to posttest: Hours per week working off-campus

	August 2010	April 2011	Difference
0-5 hours per week	80%	76%	-4
6-15 hours per week	20%	16%	-4
16 or more hours	0%	8%	+8



## Hours per Week: Peer Support

Table 6.5a: Changes from pre to posttest: Hours per week utilizing peer support through peer tutoring

	August 2010	April 2011	Difference
0-5 hours per week	90%	100%	+10
6-15 hours per week	10%	0%	-10
16 or more hours	0%	0%	--

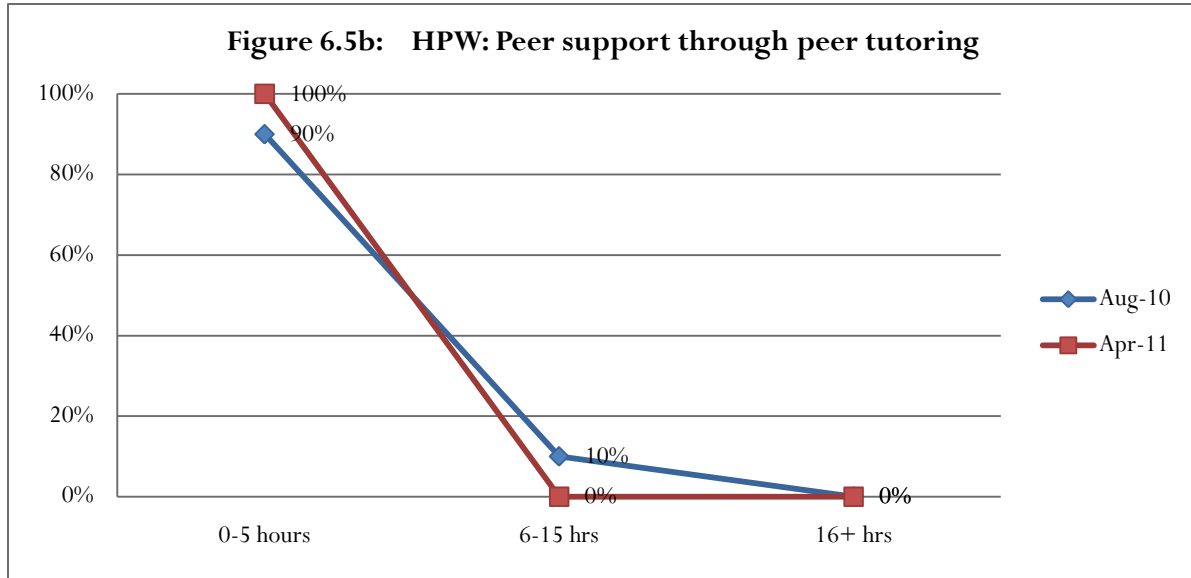


Table 6.6a: Changes from pre to posttest: Hours per week utilizing peer support through peer mentorship

	August 2010	April 2011	Difference
0-5 hours per week	87%	96%	+9
6-15 hours per week	13%	4%	-9
16 or more hours	0%	0%	--

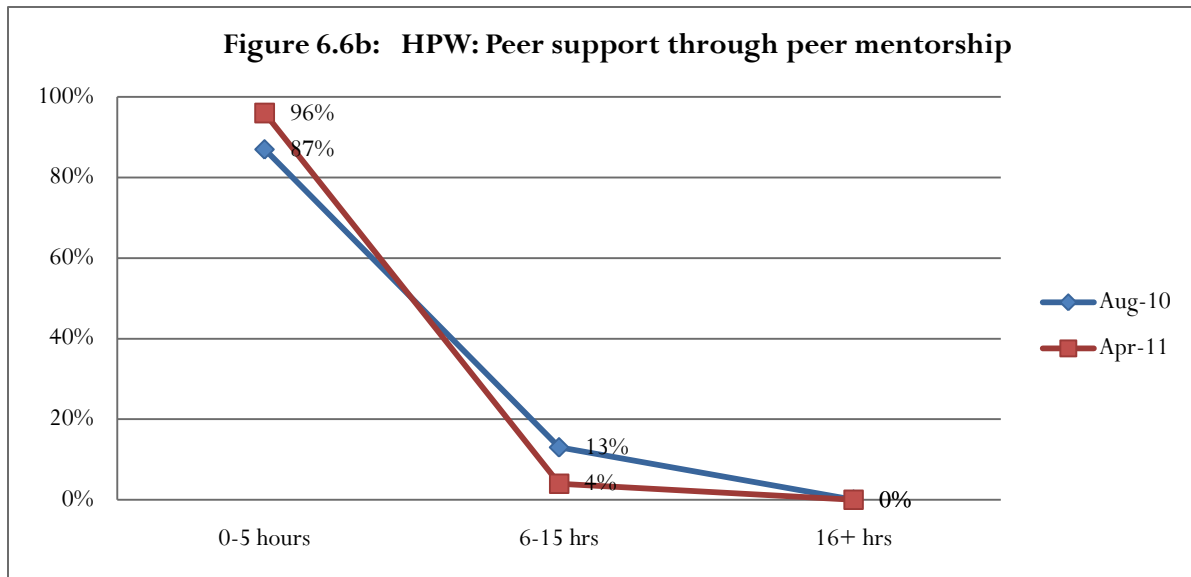


Table 6.7a: Changes from pre to posttest: Hours per week utilizing peer support through the ACE LLC

	August 2010	April 2011	Difference
0-5 hours per week	43%	88%	+45
6-15 hours per week	53%	8%	-45
16 or more hours	4%	4%	--

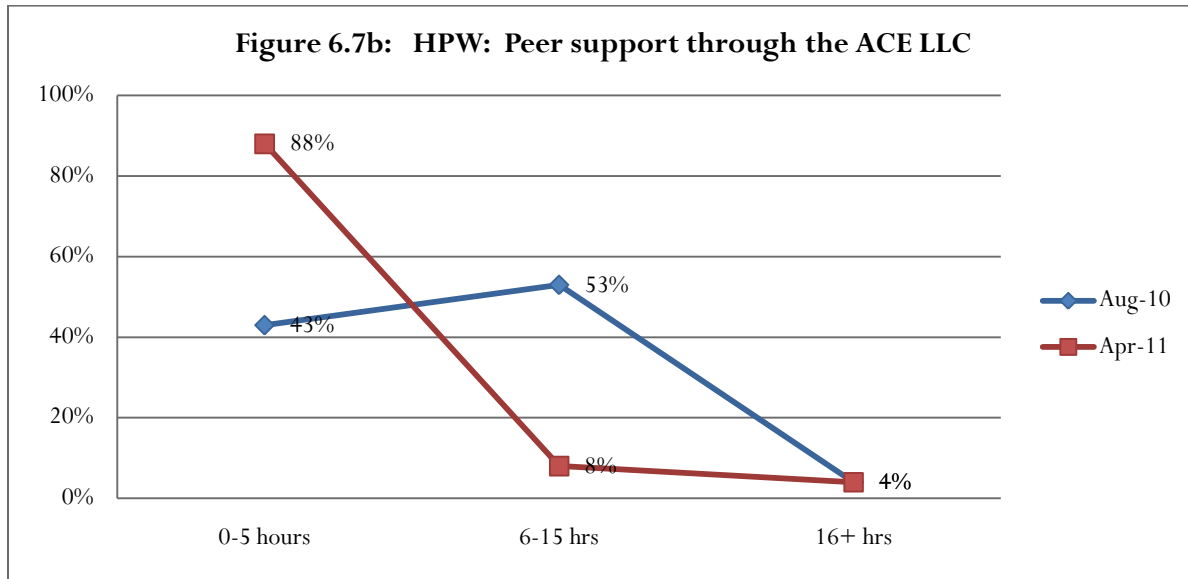
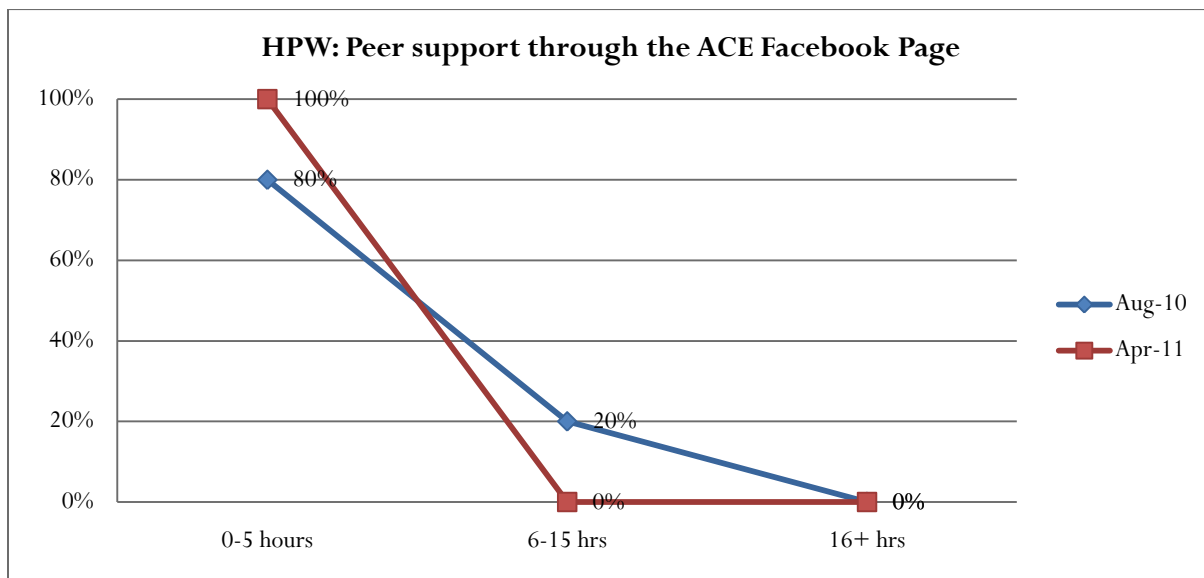


Table 6.8a: Changes from pre to posttest: Hours per week utilizing peer support through the ACE Facebook page

	August 2010	April 2011	Difference
0-5 hours per week	80%	100%	+20
6-15 hours per week	20%	0%	-20
16 or more hours	0%	0%	--



## Satisfaction with the ACE program

Satisfaction	Very Satisfied % (Frequency)	Somewhat Satisfied % (Frequency)	Somewhat Dissatisfied % (Frequency)	Very Dissatisfied % (Frequency)	Not Applicable % (Frequency)
Accessibility of Staff	72% (18)	28% (7)			
Sense of Belonging in ACE	44% (11)	40% (10)	16% (4)		
Acquisition of new knowledge and skills	64% (16)	28% (7)	4% (1)	4% (1)	
Availability of information on careers and graduate schools (n=24)	75% (16)	20.8% (5)	4.2% (1)		
ACE Living Learning Community	44% (11)	32% (8)	8% (2)		16% (4)
Overall Program	60% (15)	40% (10)			

## General Comments

1. I'm confused as to why Mr. Neal left so suddenly. I do like our interim director, but it seems as if Mr. Neal left the program too hastily without explanation.
2. A change of date and time of the ACE class would be more convenient.
3. I love ACE!
4. I think the ACE program/community is a great, amazing, life-changing experience! Everytime I leave the class, I gain a lot of knowledge from the lecture and always feel that I should go home and quickly start working on the assignment taught in the lecture. I've had nothing bu good, positive thinks to say about ACE! It is really filled with great opportunities and people!
5. This was a great opportunity for me to learn more about the process of applying to medical school and what is expected of me, in order to be successful. I am truly grateful for the ACE program because it has provided me with the invaluable tools and resources for the future.
6. It is a great program with excellent peer support and instruction. Valuable knowledge is gained about graduate and professional school.
7. There should be more activities for students to get to know each other within the community. Otherwise it was great. 😊
8. It would be nice if we had a class where it would be specific with your career goal; what do we need to do for each career goal; give deadlines of applications and more indepth with the application process.