

# Co-Curricular Assessment Report: HWC Transfer Leadership Class (TLC)

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(Picture by Harold Washington College Transfer Center)

## Table of Contents

Introduction	1
Department buy-in and outcome definition	1
Assessment research and design	1
Pilot assessment tools and processes	2
Administer specific assessment	2
Data analysis	2
Supporting evidence-based change	3
Conclusion	3
Appendix	4



## Introduction

Harold Washington College (HWC) Advisors are considered “mini Transfer Centers” and are able to advise students on the process of transferring to a college or university and how to find resources to fund their education beyond HWC. However, the Transfer Center (comprised of its Director, a Transfer Advisor, and several members of the Advising team) leads the way in actively supporting our students in their transfer process. Below is their mission statement.

*“We create opportunities for our students, faculty and staff to access a network of colleges, universities and educational supports that increase knowledge in and progress towards advanced education.”*

To achieve the goals set out in its mission statement, our Transfer Center provides many services, including one-on-one appointments, drop-in sessions, and transformative, innovative workshops. The Transfer Leadership Class (TLC) is among the offered workshops. The TLC was created by our Transfer Director, Ellen Goldberg, in the fall of 2015, as a 5-week, non-credit class held twice each semester. It aims to teach students how to explore transfer options, scholarships, and encourage students to seek out their institution of choice, preferably one that offers full funding. The TLC is organized like a classroom and has a syllabus outlining each week’s topic and assignments.

## Department buy-in and outcome definition

In the first three years that the TLC was conducted, little data was collected or assessed, aside from student attendance. In the summer of 2019, prior to the fourth year of the TLC, the Transfer Director partnered with the Cocurricular Assessment Coordinator to discuss opportunities for assessment in the program. The Transfer Director also created student learning outcomes for the program.


### TLC Student Learning Outcomes

Students will:

- 1) Attain knowledge of schools that give up to full-funding.
- 2) Develop an understanding of how to read their Financial Aid award letters and explain which school is best for them.
- 3) Compose a list of their top ten schools.
- 4) Demonstrate how to have a successful admissions interview.
- 5) Identify scholarships for which they are most qualified.

## Assessment research and design

The Transfer Director used a pre- and post-test model to assess whether students were able to demonstrate the student learning outcomes. The Transfer Director included identifier questions in both tests to track attendance and to perform follow up GradesFirst reporting. The Transfer Director also asked students in the post-test which class session(s) the student participated in. The pre-test included five multiple choice and one short answer



response question. The post-test included six multiple choice and one short answer response question. The pre- and post- tests are included in the appendix.

## Pilot assessment tools and processes

The TLC had two five-week sessions during the Fall 2019 term. The Transfer Director administered the pre-test at the start of the first class for both TLC sessions. It was given to students as a paper test and then collected. The Transfer Director then administered the post-test at the end of the last class for both TLC sessions. It was given to students as a paper test and then collected. The data from the pre- and post-tests for both TLC sessions was entered into an Excel worksheet in Spring 2020.

The TLC had one five-week session and a six-week session during the Spring 2020 term. The pre- and post-tests were not distributed during the first session. The pre-test was given during the second session, but due to the COVID-19 pandemic and movement to remote sessions the post-test was not distributed.

## Administer specific assessment

The TLC will continue to run this assessment for students in Fall 2020, incorporating refinements to the student learning outcomes and modifications to the questionnaire based on what we learned during the pilot run in Fall 2019.

## Data analysis

In Spring 2020, the Cocurricular Coordinator, the Transfer Director, and the Associate Dean reviewed the pre- and post-test results from Fall 2019. The pre- and post-tests were administered for both session 1 and 2 of the Fall 2019 TLC cohorts; however, attendance is not mandatory for all class sessions. Therefore, some students took only the pre-test and not the post-test, or vice versa. This caused us to pause further data analysis on the Fall 2019 assessment because there were only 13 students between both sessions who took both pre- and post-tests.

### Session 1:

Pre-Test: 32 students completed

Post-Test: 18 students completed

Both Pre- and Post-Test: 6 students completed

### Session 2:

Pre-Test: 23 students completed



Post-Test: 33 students completed

Both Pre- and Post-Test: 7 students completed

Additionally, at least one question was not worded well. In the post-test, students were asked which classes they attended throughout the session. Some students answered as if they were answering how many classes they attended instead. For example, one student marked that they attended the first class on the post-test, which was given in the fifth class.

Now that we are aware of these errors in the questionnaire itself, we will make some revisions before running the full-scale version of this assessment and analyzing that data in Fall 2020.

## Supporting evidence-based change

After analyzing the results from the TLC assessment, the decision was made to redesign the assessment tool. Since attendance is not mandatory for all five classes in a session, a pre- and post- test does not give enough data to demonstrate student learning from the program. In Spring 2020, the Co-Curricular Coordinator consulted with the Harold Washington College Assessment Committee regarding ideas of how to redesign the assessment tool. The Coordinator, Transfer Director, and Associate Dean discussed different options and developed a new tool for the program to be piloted in the Summer 2020 TLC session.

## Conclusion

The Transfer Director and Associate Dean of Advising and Transition found the pre-test results to be useful, in that they demonstrate that students do not know a lot of the material that is provided in the program. This information will be used to help those leading the sessions to plan their topics and their approaches.

## Appendix-

### Appendix A: Pre- and Post-Test Questions (Fall 2019)

#### Assessment for the Transfer Leadership Class (*Pre-test*) Fall 2019: Session #1

Student's Name: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

1. Did you know that some transfer schools can give full-funding for your education? (Check one)  
☐ Yes ☐ No
2. Name one school that gives up to full funding: \_\_\_\_\_
3. How confident are you in reading and understanding a financial aid award letter? (Check one)  
☐ No idea ☐ Somewhat, but need more assistance ☐ I totally get it
4. In order to transfer to your new dream school, how many schools do you feel you should apply to give you the best chance for success? (Check one)  
☐ 1 school ☐ 3 schools ☐ 5 schools ☐ 10+ schools
5. How confident are you in doing an admissions interview with one of your dream schools? (Check one)  
☐ Not at all confident ☐ Somewhat, but need more assistance ☐ I am totally confident
6. How confident are you in picking scholarships to which you are qualified? (Check one)  
☐ Not at all confident ☐ Somewhat, but need more assistance ☐ I am totally confident

**Assessment for the Transfer Leadership Class (*Post-test*)**  
**Fall 2019: Session #1**

**Student's Name:** \_\_\_\_\_

**Student ID Number:** \_\_\_\_\_

1. Please place a check mark next to the actual classes you attended of the Transfer Leadership Class: (check as many as you have attended)  
  
☐ Class #1: Presentation on getting into the top schools in the nation  
☐ Class #2: Financial Aid, how to read financial aid award letters and the CSS Profile  
☐ Class #3: Creating your list of your top 5-10 schools and Skype with an Alum  
☐ Class #4: Admissions interviews and elevator pitches  
☐ Class #5: All things scholarships
2. Do you think that schools can give full-funding of your education at some transfer destinations? (Check one)  
  
☐ YES      ☐ NO
3. If you answered yes, name one school that gives up to full funding: \_\_\_\_\_  
\_\_\_\_\_
4. How confident are you in reading and understanding a financial aid award letter? (Check one)  
  
☐ No idea      ☐ Somewhat, but need more assistance      ☐ I totally get it
5. In order to transfer to your new dream schools, how many schools do you feel you should apply to give you the best chance for success? (Check one)  
  
☐ 1 school      ☐ 3 schools      ☐ 5 schools      ☐ 10+ schools
6. How confident are you in doing an admissions interview with one of your dream schools? (Check one)  
  
☐ Not at all      ☐ Somewhat, but need more assistance      ☐ I am totally confident
7. How confident are you in picking scholarships to which you are qualified? (Check one)  
  
☐ Not at all      ☐ Somewhat, but need more assistance      ☐ I am totally confident

Student #	Please place a checkmark next to the classes you attended.					Do you think schools can give full funding?		Name one school that gives full funding.	How confident are you in reading and understanding a FA award letter?			How many schools should you apply to?				Admissions Interview			Picking Scholarships		
	#1	#2	#3	#4	#5	Yes	No		No idea	Somewhat	I get it	1	3	5	10+	Not at all	Somewhat	Totally Confident	Not at all	Somewhat	Totally Confident
1					X	X		Columbia		X					X			X		X	
2					X	X		Northwestern			X				X			X			X
3				X		X		Barnard		X					X			X			X
4				X		X		Columbia			X				X		X				X
5					X	X		Trinity		X					X			X			X
6					X	X				X					X		X			X	
7	X						X		X						X		X			X	
8				X		X		Olaf		X					X		X			X	
9				X		X				X					X		X			X	
10			X					Fisk			X				X			X			X
11					X	X		UIC		X			X					X		X	
12					X	X		UIC			X		X					X			X
13					X	X		Columbia			X				X			X			X
14				X				Rice	X						X		X			X	
15			X			X		Columbia			X				X			X		X	
16					X	X		Fisk			X				X		X				X
17					X			UIUC			X				X		X			X	
18			X			X		Holyoke		X					X			X			X
1	X	X	X		X	X		University of Michigan		X					X	X			X		
20	X	X	X	X	X	X		Mt.Holyke		X					X		X				X
21	X	X		X	X	X		Northwestern			X				X		X				X
22					X	X				X					X	X				X	
23					X	X		Illinois Tech			X				X		X				X
24	X	X		X	X	X		Missouri University			X				X		X				X
25	X	X	X		X	X				X					X		X				X
26		X	X	X	X		X			X					X			X			X
27				X	X	X				X					X		X			X	
28					X	X				X				X				X		X	
29		X	X	X	X	X		Columbia			X				X			X			X
30	X			X	X		X			X				X			X			X	
31		X	X	X	X	X					X				X	X			X		
32		X	X	X	X	X				X					X			X			X
33	X			X	X	X		Columbia		X					X		X			X	
Totals	8	9	10	15	24	27	3		2	18	12	0	2	2	29	3	15	15	2	13	16