



## Student Support and Equity Programs EOP 3<sup>rd</sup> Year Group Advising: Preparing for your future Assessment Report

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**Choose One:** Learning Outcome Assessment

**Date of Assessment Implementation:** May 2018

**Date of Report:** July 2018

### **Purpose of Assessment**

The Student Support and Equity Programs' EOP Third Year Group Advising session is designed to engage first generation/low-income students in a discussion about preparing for their future beyond graduation, as well as empower them with information and strategies to make the most of specific opportunities while still an undergraduate student. EOP's third year student cohort is comprised of native students who began their college careers at Cal Poly Pomona as freshmen. As advisors, often times we observe that students are focused predominantly on graduating, and do not plan for the next chapter of their lives after graduation. The transition from undergraduate student to workforce/advanced education can be overwhelming. Therefore, we address the top three transitional issues students encounter after receiving their degree. These include: preparing for graduate school, getting an internship, and preparing for getting a job. The purpose of this assessment was to determine the effectiveness of the group advising session and inform possible changes to enhance future group sessions.

**Division Learning Outcome** Intellectual & Practical Competencies

### **Targeted Learning Outcome**

As a result of participating in the EOP Third Year Group Advising seminar, students will be able to name at least two ways to start preparing for getting a job (LO1). Additionally, students will be able to describe at least one benefit of having an internship (LO2) and one way to find an internship (LO3).

### **Assessment Methodology**

Participants were asked to complete a hard copy assessment questionnaire at the conclusion of the Group Advising session and submit it to the SSEP advisor facilitating the session.

### **Results**

Two hundred and five (205) third year EOP students enrolled in Spring 2018; 183 (89%) of them attended one of the 32 sixty-minute group advising sessions offered during weeks eight and nine of Spring Quarter 2018; and 22 of the 205 (11%) students did not attend a group advising session. Of these 183 students who attended Group Advising, 183 (100%) submitted the assessment questionnaire at the end of each session.

**Of the 183 respondents, 155 (85%) were able to name at least two of the seven ways to start preparing for getting a job, 21 (11%) were able to name one way to start preparing for a job, and 7 (4%) were not able to name any of the seven ways to prepare for a job discussed in the group advising session.**

The following indicates the frequency of each of the seven responses for those who were able to describe at least two ways to start preparing for a job.

- Do an Internship -103/176 (59%)
- Work on your Resume -86/176 (49%)
- Attending Job Fair -54/176 (31%)

- Mock Professional Job Search -50/176 (29%)
- Job Shadow in the career you are interested in -23/176 (13%)
- Do research with faculty -12/176 (7%)
- Gather Faculty letter of recommendations -10/176 (6%)

**Of the 183 respondents, 142 (76%) were able to describe at least one of the four benefits of having an internship. 41 (23%) were not able to describe one of the four benefits of having an internship.**

The following indicates the frequency of the four responses for those able to describe at least one benefit of having an internship.

- Gather insight into a particular industry of organizational culture -66/142 (47%)
- Gain professional skills and self-confidence -45/142 (32%)
- Establish connections and build a network of contacts -32/142 (23%)
- Develop related work experience and apply classroom learning -10/142 (7%)

**Of the 183 respondents, 177 (97%) were able to name at least one of the four ways to find an internship on campus. 6 (3%) were not able to describe one of the four ways to find an internship on campus.**

The following indicates the frequency of the four responses for those able to describe at least one way to find an internship on campus.

- Handshake -114/177 (65%)
- With your College/Department – 54/177 (31%)
- Online websites -54/177 (31%)
- From your Network (friends, clubs, family, etc.) -37/177 (21%)

## Conclusion

The objective of the session was to plant the seed so students start to think about preparing for their future and to start to think about utilizing and appreciating the various resources available on campus to enhance their undergraduate experience while strengthening their marketability for life after graduation.

We met our 85% correct response rate goal for LO1 for students to be able to name at least two of the seven ways to start preparing for getting a job. The most common response was “to complete an internship” with 59%.

We did not meet our 85% correct response rate goal for LO2 for students to be able to name at least one benefit of having an internship. Only 76% of the student were able to describe one of the four benefits of having an internship after attending the group advising session. Based on last year’s study results, we incorporated a video about the benefits of internships anticipating an increase in correct responses, but the correct response rate actually declined this year by 3%.

We surpassed our 85% correct response rate goal for students to name one way to find an internship on campus: 97% of the students were able to name one way to find an internship, identifying the Career Center’s online “Handshake” system most often (65% of responses).

## Implications for Practice

We have observed that many of our students commonly begin to regard the utilization of campus support services and resources as unnecessary by the time they reach their third year in college. As a result, they are not as prepared as they should be for life after college. Future sessions should give greater attention to highlighting campus resources, perhaps some sort of newsletter or handout including these resources can be provided for students to take with them. As advisors/facilitators we wanted to encourage our students to get involved on campus, within their field, and seize the moment to help them be more successful after graduation. While our outcomes data suggests our third year group seems to be successful, to improve upon our efforts in fulfilling our learning outcomes, we may wish to spend more time presenting the information. Incorporating videos, handouts, or group work, which can appeal to all learning styles, would strengthen their understanding and increase our effectiveness in meeting our learning outcomes benchmarks.

## Closing the Loop

By Week 10 of Spring 2019 group advising session:

- Delete other information in PowerPoint to focus more time on LO2
- Change PowerPoint to highlight campus resources
- Create a third year group handout that includes the benefits of internships and how to find them