



Student Support and Equity Programs **EOP Second Year Transfer Declared Group Advising Assessment Report**

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Choose One: Learning Outcome Assessment

Date of Assessment Implementation: November 2017

Date of Report: July 2018

Purpose of Assessment:

Student Support and Equity Programs' *EOP Second Year Transfer Declared Group Advising* program is designed to assist students to prepare for graduation from Cal Poly Pomona and begin to plan for their transition to professional careers after college. Second year transfer EOP students participated in a group advising session during the fall quarter of their second year in attendance at Cal Poly Pomona, which focuses on specific learning outcomes based on the specific needs of graduating (or near graduating) students. The purpose of this assessment was to determine the effectiveness of our sessions in fulfilling our learning objectives as well as provide insight for future planning and services.

Division Learning Outcome: Intellectual & Practical Competencies

Targeted Learning Outcome

Of the four Learning Outcomes established for this year's group advising sessions, two were assessed to determine how effectively the information was received. Each year we alternate between the four Learning Outcomes that we measure to enhance future group advising sessions. This year, as a result of participating in the EOP Second Year Transfer Group Advising in the Fall 2017 quarter, students will be able to: (LO1) define the purpose of a 30 Second Elevator Speech, and (LO2) list three of the four values of creating a Career Planning Portfolio. The target rate of correct responses set is 85% - at least 85% of students will meet the LOs.

Assessment Methodology

During Fall quarter, the SSEP Advising Team facilitated a total of 18 group advising sessions, plus 6 additional make-up group advising sessions for students who missed one of the 18 group advising sessions scheduled earlier. Participants were asked to complete a hard copy assessment at the conclusion of each EOP Second Year Transfer Group Advising session and submit it to the SSEP advisor facilitating the session. An SSEP Peer Advising Intern manually recorded each students' responses into an Excel spreadsheet, and then we measured the responses against pre-determined rubrics.

Results

A total of 121 (out of 143 enrolled; 85%) of the Second Year EOP Transfer (FYT) students attended Group Advising sessions in Fall 2017; Of those, 120 students completed the assessment. Responses relating to the specific learning outcomes indicated the following: 99 (83%) of the students were able to define the purpose of a *30 Second Elevator Speech (LO1)*. More specifically, 42 (35%) students were able to clearly define the purpose of a *30 Second Elevator Speech*, 38 (32%) moderately defined it, and 19 (16%) slightly defined the purpose.

Additionally, 73 (60%) of respondents were able to list three of the four values of creating a Career Planning Portfolio (LO2). Only one student was able to list all four values of creating a Career Planning Portfolio, and 47 (39%) were able to list two or less values of creating a Career Planning Portfolio (28 students listed two values, 13 students listed one, and 6 students did not list any of the values).

Conclusion

Even though our results for LO1 were significant, we realized that writing an elevator speech is the most important outcome we want the second year transfer students to have. Since our LO1 focused on defining the purpose, we want the students to feel confident in creating their own 30 Second Elevator Speech, which means that we will have to change our learning outcome to reflect how to write a 30 Second Elevator Speech rather than just defining its purpose.

For the second Learning Outcome (LO2), our results are similar to last year's results. Although the results are lower than we expected, we believe that knowing the values of creating a Career Planning Portfolio is important. We must evaluate why students are not meeting the percentage rate.

Implications for Practice

In the session, students practice their own elevator speech with a peer and also look at two different examples of a 30 Second Elevator Speech. It is here where we can focus on identifying the different components of a good elevator speech. When introducing the elevator speech activity, we can elaborate on the four components. By looking at the examples and identifying the components of a good elevator speech, students can better formulate their own 30 Second Elevator Speech.

For the second learning outcome, we should require students to create a *Career Planning Portfolio* rather than explaining to them why it is valuable. We believe the portfolio should be assigned prior to this session. In this session we can then review their portfolio, identify areas of improvement, and discuss with students why they think it is valuable to have a portfolio and how can it affect their job search.

Closing the Loop

Implement changed for Fall 2018 Group Advising session:

- Change Learning Outcome to name the four components included in an Elevator Speech (Information about you, What you offer, The benefits of working with you, and How you work.) With a target rate of 85% or higher.
- Change PowerPoint to incorporate an activity where students evaluate the provided examples of the 30 second elevator speech to identify if they have the four components.
- In the presentation, discuss Career Planning Portfolio before the Elevator Speech.