



## 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:** April 2016

**Date of Report:** July 2016

### **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 after and beyond graduation, as well as, empower these students with information and strategies to make the most of specific opportunities while still an undergraduate. 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 our students are focused predominately on getting to graduation but do not consider any planning for the next chapter of their lives after graduation. This transition from undergraduate student to workforce/higher education can be very overwhelming. Therefore we address the top three transitions student encounter after receiving their degree. These include: preparing for graduate school, getting an internship, and preparing for a job Interview. **The purpose of this assessment is to determine the effectiveness of our group advising session as well as inform possible changes to enhance future group advising 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 three out of the eight essential skills most employers seek(LO1). Additionally, students are asked to describe at least one benefit of having an internship (LO2).

### **Assessment Methodology**

Participants are 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**

219 third year EOP students enrolled Spring 2016. 199 of the 219 (90%) students attended one of the 32 sixty-minute group advising sessions offered during weeks seven and eight of Spring Quarter 2016. 20 of the 219 (10%) students did not attend a group advising session. Of these 199 students who attended Group Advising, 198 (99%) completed and submitted the assessment questionnaire at the end of each session.

**Of the 198 respondents, 184 (92%) were able to name at least three out of the eight essential skills most employers seek. 13 (6%) were able to name two essential skills, 2 (1%) were able to name one essential skill and 1 (1%) was not able to name any of the eight essential skills discussed in the group advising session.**

The frequency of the eight essential skills discussed during the group advising session include:

- Speaking Skills-119 (60%)
- Interpersonal Skills-72 (36%)
- Analytical Skills-54 (27%)
- Teamwork Skills-75 (38%)
- Flexibility-49 (25%)
- Leadership Skills-94 (47%)
- Writing Skills-57 (29%)
- Computer Skills-52 (26%)

**Of the 198 respondents, 185 (93%) were able to describe at least one of the five benefits of having an internship. 13 (7%) were not able to describe at least one of the five benefits of having an internship.**

The following indicates the frequency of the five responses:

- Explore career options related to one's interest, values, skills & personality -11 (.06%)
- Gain professional skills and self-confidence -43 (23%)
- Gather insight into a particular industry of organizational culture -43 (23%)
- Develop related work experience and apply classroom learning -58 (31%)
- Establish connections and build a network of contacts -30 (16%)

## 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 appreciating the various resources available on campus to enhance their undergraduate experience while strengthening their marketability for after graduation. Both learning outcomes are being met at a relatively high frequency. This was accomplished through a specifically designed group advising session that targeted specific knowledge and skills to help guide students through the process. Results indicate of the eight essential skills discussed the top responses were Speaking Skills, Leadership Skills, and Teamwork Skills. Computer Skills was one of the lowest skill students reported in their assessment. This could be because 12 years ago when Santrock and Halonen (2004) were researching their essential skills, computer/technology skills were not as common as they currently are now in 2016.

The second learning outcome found that the most frequent student response for describing at least one of the benefits of having an internship is *Develop related work experience and apply classroom learning* with 58 responses (31%). The second most frequent response was a tie between *Gain professional skills and self-confidence* and *Gather insight into a particular industry of organizational culture* with 43 responses (23%).

## Implications for Practice

Having students prepare for their future is very important. 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 and as a result are not as prepared as they should be for life after college. Future sessions should give greater attention to highlighting campus resources, perhaps with some sort of newsletter with a resources handout for student to take with them.

As 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. It is recommended that next year our students will be asked to bring a draft resume so they may review them to determine if it reflects the 8 essential skills employers are seeking in a successful candidate for employment.

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 consider increasing the number of essential skills to be named/described. New possible learning outcomes to consider for next year might be 1.) students will be able to name at least four out of the eight essential skills most employers seek, and 2.) students will be able to describe at least two of the five benefits of having an internship.