



Department Student Support and Equity Programs **EOP Fourth Year Native Group Advising** Assessment Report

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Choose One: Learning Outcome Assessment

Date of Assessment Implementation: February 2016

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Purpose of Assessment

Student Support and Equity Programs' *EOP Fourth Year Native Group Advising* session is designed to help students prepare and apply for graduation from Cal Poly Pomona, and to begin thinking about, and planning for, their transition to their lives after graduating from Cal Poly Pomona. Fourth year native EOP students participate in a group advising session during the winter quarter of their fourth year in attendance at Cal Poly Pomona, which focuses on specific learning outcomes based on the specific needs of graduating (or near graduating) students. We identify these needs by researching (nationally) what other universities believe to be most important for their fourth year students. From this research, we identified four common activities that universities want their fourth year students to accomplish during their final year in college. Of these four common activities, we asked our students to name and describe two of them. The purpose of this assessment is to determine the effectiveness of our fourth year group advising session, and to provide insight for future planning and development of content for future group advising sessions. Of the three Learning Outcomes, we measure one: **Students will be able to describe (2) activities that will help them prepare for the transition to professional life after Cal Poly Pomona.**

Division Learning Outcome Intellectual & Practical Competencies

Targeted Learning Outcome

As a result of participating in an EOP Fourth Year Native Group Advising session, students will be able to complete the following with 85% frequency: **Name and describe two of the four activities that will help them prepare for their transition to professional life after Cal Poly Pomona:**

1. **Prepare for Job Search** by 1) tailoring resume to job description; 2) using BroncoConnection and 3) researching prospective employers.
2. **Meet Employers on Campus** by 1) attending career fairs sponsored by the Career Center and 2) completing on-campus interviews.
3. **Prepare for Graduate School** by 1) researching schools; 2) preparing for entrance exams and 3) writing personal statements.
4. **Stay Connected** by 1) connecting with faculty via social media and 2) joining CPP Alumni Association.

Assessment Methodology

During the winter quarter, the SSEP Advising Team facilitates a total of 22 group advising sessions, plus additional make-up group advising sessions for those students who miss one of the 22 group advising sessions scheduled earlier in the quarter. At the conclusion of each group advising session, students complete a hard copy of the assessment which asks them to complete the following: **Name and describe two activities that will help you prepare for the transition to professional life after Cal Poly Pomona.** Successful completion of naming two things and describing the two things, equates a correct response. When students complete the assessment, the Academic Advisor facilitating the group advising session collects their hard copy assessments. An SSEP Peer

Advising Intern manually inputs each student's response into an Excel spreadsheet, and then we measure the response against pre-determined rubrics.

Results

A total of 211 students attended the group advising sessions, and a total of 203 hard copy assessments were received.

Responses relating to the specific learning outcome indicate the following: 29.5% (60/203) of the students were able to **name and describe two of the four activities** that will help them prepare for the transition to professional life after Cal Poly Pomona (Prepare for Job Search, Meet Employers on Campus, Prepare for Graduate School and Stay Connected):

Of the 29.5% correct responses:

100% of students were able to name and describe *preparing for job search*;

48.3% of students were able to name and describe *meeting employers on campus*;

38.3% of students were able to name and describe *staying connected*;

33.3% of students were able to name and describe *preparing for graduate school*.

21.18% of students were able to **name and describe only one of the four activities** that will help them prepare for the transition to professional life after Cal Poly Pomona.

Of the 21.8% responses:

41.8% of students were able to name and describe *staying connected*;

30.2% of students were able to name and describe *preparing for job search*;

18.6% of students were able to name and describe *meeting employers on campus*;

.09% of students were able to name and describe *preparing for graduate school*.

30.5% of students **were unable to name and describe two of the four activities** that will help them prepare for the transition to professional life after Cal Poly Pomona based on our pre-determined rubric. Of these incorrect responses, *internships* was commonly the choice of response. However, *internships*, is meant to be a subset of **"Meet Employers on Campus"** rather than a correct answer by itself.

The remaining 18.7% of students responded with a combination of naming one thing correctly, but not describing it correctly or naming one thing incorrectly, but describing it correctly.

Conclusion

Our target rate for correct responses is 85% or higher. Our Fourth Year Native EOP Students do not meet this 85% correct response frequency for the Learning Outcome measured.

Only 29.5% of participants can name and describe two of the four activities that we describe and discuss during the group advising session, which indicates that we need to spend more time defining our learning outcomes so that we can yield a higher correct response rate. In addition, only 21.18% of participants can name and describe only one out of the four activities.

Implications for Practice

Since our correct response rate is well below our target, we need to re-evaluate the learning outcomes, the content for our EOP Fourth Year Native Group Advising sessions and the delivery style of this information. One of the challenges that we face is that we are advising two different populations during this group advising session: One group of students who will graduate at the end of their fourth year, and a second group of students who will continue their education beyond the fourth year. Identifying relative information for both populations has been a challenge.

We will continue to work on making the group advising sessions more interactive so that students can leave with something tangible to utilize while they transition to the professional life after Cal Poly Pomona. One possibility may be incorporating a Career Portfolio: The contents of a Career Portfolio and the importance of having a Career Portfolio.