



Collect Once, Assess Twice: An Intentional Collaboration Between Academic Affairs and Student Affairs

Jocelyn S. Chong, PhD

Office of Assessment and Program Review

Marisol Cardenas, MA

Division of Student Affairs

October 26, 2021

Institutional Context

- **One of 23 campuses in the California State University system**
- **Enrollment: Approximately 28,000 (26,500 UG: 1,500 Grad)**
- **Ethnicity**
 - 49% Hispanic/Latinx
 - 21% Asian
 - 15% White
 - 5% Non-Resident
 - 3% Two or more races
 - 3% Black/African American
- **First-generation status**
 - 58%

*First Generation student is one whose parents have not completed a bachelor's degree.

Assessment Context in 2020-2021

Academic Affairs

Office of Assessment and Program Review

(1 FT lead, 1 FT research analyst, 1 PT faculty fellow)

Academic Programs Assessment Committee (APAC)
GE Assessment Committee

Student Affairs

Student Affairs Operations

(1 FT assessment lead)

Assessment Team (A-Team)

One Artifact, Two Assessments

- **Assessment: Use of a 3-minute elevator pitch**
 - Oral communication
 - Conveyance of career-related skills
- **Use of *Big Interview* (online platform)**
 - Students upload videos
 - Recruit faculty, staff, and employer teams score and provide feedback for 200 students
 - Faculty to score for Oral Communication
- **Incentives**
 - First 200 receive feedback
 - Added \$100 gift cards (n=10)

Planning for Collaboration

- **Buy-In**
 - Faculty
 - Staff
- **Logistics**
 - Platform (privacy, access, authentication, capacity, consent, limitations, etc.)
 - Webpage information (details, resources, contact information, etc.)
 - Timing (representative sample, scoring, impact of finals week, etc.)
 - IRB
- **Communication**
 - Faculty (extra credit, etc.)
 - Senior students (n= \sim 10,000; 3 emails, social media, IT involvement)
 - Staff (SA division-wide teams to share with students)

Success! Errrr...no

- **Timing**
 - Spring semester 2020
 - Zoom fatigue
- **Camera hesitance**
- **(Un)familiarity with *Big Interview* platform**
- **Incentives**
- **Definition of an “elevator pitch”**

Lessons Learned

- **Connect value of elevator pitch to job search**
- **Use a different term (e.g., video cover letter)**
- **Alternate modalities (in-person recordings)**
- **Timing (post-pandemic)**
- **Employer engagement**
- **Collaboration between Academic Affairs and Student Affairs**

Questions?

- How have you “collected once; assessed twice?”
- What ways, other than oral class presentations, have you used to assess oral communication?

Contact Information

Presenters:

Jocelyn Chong, Ph.D.

Office of Assessment and Program Review, Cal Poly Pomona
jchong@cpp.edu

Marisol Cardenas, M.A.

Division of Student Affairs, Cal Poly Pomona
marisolc1@cpp.edu

Moderator:

Donna Lee Oda, M.Ed.

Luskin School of Public Affairs, University of California, Los Angeles
dleeoda@luskin.ucla.edu