



EOPS Student Learning Outcome 1: Fall 2015 Pre-Orientation and Post-Orientation Assessment

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Overview

In Spring 2014, the Crafton Hills College (CHC) Extended Opportunity Programs and Services (EOPS) Department will assess the following student learning outcome.

- SLO 1: New students who attend orientation will be familiar with eligibility requirements and services offered through the EOPS program.

Methodology

A pre-post assessment was developed to assess student knowledge of the EOPS program after the Orientation. The ten question multiple choice pre/post assessment was administered to the students at the beginning of the orientation to determine their knowledge level of the EOPS program. At the conclusion of the orientation, students were asked to answer the same ten multiple choice questions to determine how helpful the orientation was at informing students of EOPS requirements and available resources. 297 assessments were received in Spring 2014.

The effect size (ES) statistic is a commonly used quantitative technique in meta-analysis to determine the average effect of a given treatment. One method of interpreting effect size developed by Jacob Cohen defined effect sizes of 0.20, 0.50, and 0.80 as “small,” “medium,” and “large” effect sizes, respectively. Accordingly, a substantial effect would be 0.20 or higher. It is important to mention that the number of students in each group does not influence effect size; whereas, the number of students in each group does influence statistical significance (i.e. p-value < 0.05).

Findings

Table 1 illustrates the percentage correct for each assessment question and statistical difference between the pre-assessment and post-assessment responses.

Table 1. Pre/Post Assessment Results with Effect Size and Statistical Significance.

Question	Pre-Assessment			Post Assessment			Effect Size & 95% CI			p-value
	% Correct	#	SD	% Correct	#	SD	ES	Lower	Upper	
1	0.97	151	0.161	0.91	151	0.281	-0.26	-0.49	-0.03	<0.001
2	0.68	151	0.467	0.91	151	0.281	0.60	0.37	0.83	<0.001
3	0.47	151	0.501	0.82	151	0.384	0.79	0.55	1.02	0.001
4	0.90	151	0.300	0.97	151	0.161	0.30	0.07	0.53	<0.001
5	0.32	151	0.470	0.90	151	0.300	1.46	1.20	1.71	<0.001
6	0.50	151	0.502	0.83	151	0.379	0.74	0.51	0.98	<0.001
7	0.38	151	0.486	0.99	151	0.115	1.72	1.46	1.98	<0.001
8	0.95	151	0.225	0.98	151	0.140	0.18	-0.05	0.40	<0.001
9	0.34	151	0.477	0.61	151	0.490	0.55	0.32	0.78	0.373
10	0.89	151	0.317	0.88	151	0.325	-0.02	-0.25	0.21	0.381
100% Correct	0.00	151	0.000	0.03	151	0.161	0.23	0.01	0.46	-

Note: '#' refers to the number of correct responses, 'SD' refers to standard deviation, and 'CI' refers to confidence interval.

Students were substantially ($ES = 0.23$) more likely to answer all ten questions correctly on the post-assessment than on the pre-assessment, although zero students answered all ten questions correctly on the pre-assessment and only 3% of the students answered all ten questions correctly on the post-assessment.

Specific questions with the highest rate of knowledge improvement include question 7: What grade point average must you maintain for Satisfactory Academic Progress, which substantially ($ES = 1.72$) increased from 38% correct on the pre-assessment to 99% on the post-assessment, and question 5: How many contacts must students complete with an EOPS counselor, which substantially ($ES = 1.46$) improved from 32% of students answering correctly in the pre-assessment to 90% in the post-assessment.

Questions most likely to have correct answers on the pre-assessment were question 1 (97%): EOPS is an acronym for, and question 8 (95%): How many units must you enroll in to continue in the EOPS Program. Consequently, these questions also had some of the lowest percentages of improvement in student knowledge with questions 1 yielding a 6% decrease, and question 8 yielding an 18% increase between the pre-assessment and post-assessment.

The two questions students were least likely to respond correctly to in the post-assessment include question 3: What educational disadvantaged criteria meet the eligibility requirements to enter the EOPS program (82%) and question 9: What are the time limits for EOPS students to continue in the program (61%). Although the percentage of students who answered question 3 correctly statistically significantly ($p < 0.001$) and substantially ($ES = .79$) increased from 47% on the pre-assessment to 82% on the post-assessment. Similarly, the percentage of students who answered question 9 correctly substantially ($ES = .55$) increased from 34% on the pre-assessment to 61% on the post-assessment.

Conclusion

This brief provides a summary of evidence for Fall 2015 pre/post assessment results for an EOPS department student learning outcome. The summary of evidence provided should be used to develop implications for program improvement and planning and complete the outcomes assessment cycle. Resources to complete the outcomes assessment cycle can be found on the Office of Institutional Effectiveness, Research and Planning [website](#).