



EOPS Pre-Post Assessment Spring 2015

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Purpose of Brief

This brief examines the results of a pre-post assessment provided to students attending the EOPS Orientation for Spring 2015.

Summary of Findings

- Students were more likely (ES=.17) to answer all 10 questions correctly on the post-assessment (30%) than on the pre-assessment (0%).

Students were most likely to respond correctly to the following pre-assessment questions:

- What are the services that the EOPS program offers?
- What grade point average must you maintain for Satisfactory Academic Progress?
- Before adding or dropping classes, what are you required to do?

The two questions students were least likely to respond correctly to the post-assessment:

- What educational disadvantaged criteria meets the eligibility requirements to enter the EOPS Program?
- What are the time limits for EOPS students to continue in the program?

Overview

In the Spring of 2015 semester, the Extended Opportunities Programs & Services (EOPS) Department administered, a collaboratively developed form to assess student understanding and knowledge of the EOPS program prior to and following the EOPS orientation. The EOPS Department is assessing the following 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 prior to and following the orientation in Spring 2015. The 10 question multiple choice pre-post assessment was administered to the students at the beginning of the orientation to determine their knowledge 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 the EOPS requirements and available resources.

Effect Size and Statistical Significance

The effect size statistic is commonly used in meta-analyses. A meta-analysis uses quantitative techniques to determine the average effect of a given technique. One method of interpreting effect size was developed by Jacob Cohen. Jacob Cohen defined “small,” “medium,” and “large” effect sizes. He explained that an effect size of .20 can be considered small, an effect size of .50 can be considered medium, and an effect size of .80 can be considered large. Effect size is calculated by dividing the difference of the two means by the pooled standard deviation. It is important to mention that the number of students in each group does not influence Effect Size; whereas, when statistical significance is calculated the number of students in each group does influence the significance level (i.e. “p” value being lower than .05). Accordingly, using Cohen as a guide, a substantial effect would be .20 or higher.

Sample

In spring 2015 the instrument was completed by a total of 7 respondents. Students who did not answer all 20 questions were excluded from these findings. In total 7 valued responses were received and analyzed. No identifying information from individual students was collected.

Findings

Students were more likely ($ES=.17$) to answer all 10 questions correctly on the post-assessment (30%) than on the pre-assessment (0%).

Specific questions with the highest rate of knowledge improvement include:

- Question 9: What are the time limits for EOPS students to continue in the program?, which substantially improved from 29% of students answering it correctly in the pre-assessment to 57% answering it correctly in the post-assessment ($ES=.55$);
- Question 1: EOPS is an acronym for, which substantially improved from 86% of students answering it correctly in the pre-assessment to 100% in the post-assessment ($ES=.52$),
- Question 5: How many contacts must students complete with an EOPS counselor, which improved from 43% in the pre-assessment to 86% in the post-assessment ($ES=.93$).

Questions most likely to have correct answers on the pre-assessment were:

- Question 4 (100%): What are the services that the EOPS program offers
- Question 7 (100%): What grade point average must you maintain for Satisfactory Academic Progress
- Question 10 (100%): Before adding or dropping classes, what are you required to do?

Consequently, these questions also had the lowest percentages of improvement in student knowledge with:

- Question 4 and 7 having no change
- Question 10 decreasing by 15% between the pre and post assessments.

The two questions students were least likely to respond correctly to in the post-assessment include

- Question 3: What educational disadvantaged criteria meets the eligibility requirements to enter the EOPS Program (57%)
- Question 9: What are the time limits for EOPS students to continue in the program (57%)

The percentage of students who answered question 3 correctly increased from 50% on the pre-assessment to 57% on the post-assessment. Similarly, the percentage of students who answered question 9 correctly substantially ($ES=0.55$) increased from 29% on the pre-assessment to 57% on the post-assessment.

Table 1: Means, Standard Deviations, Effect Size and 95% Confidence Intervals, and P Values for EOPS Pre/Post Orientation Assessment

Question	Pre-Assessment			Post-Assessment			Effect Size & 95% CI Lower & Upper ES			P Value
	% Correct	N	SD	% Correct	N	SD	ES	Lower	Upper	
1	.86	7	.378	1.0	7	0	0.52	-0.58	1.55	0.35
2	.83	6	.408	.71	7	.488	-0.26	-1.34	0.85	0.64
3	.50	6	.547	.57	7	.534	0.13	-0.97	1.21	0.82
4	1.0	7	0	1.0	7	0	0.00			1
5	.43	7	.534	.86	7	.378	0.93	-0.23	1.96	0.11
6	.60	5	.547	.71	7	.488	0.21	-0.95	1.35	0.72
7	1.0	7	0	1.0	7	0	0.00			1
8	.86	7	.378	1.0	7	0	0.52	-0.58	1.55	0.35
9	.29	7	.488	.57	7	.534	0.55	-0.56	1.57	0.33
10	1.0	7	0	.86	7	.378	-0.52	-1.55	0.58	0.35
Total	.74	7	.476	.83	7	.404	0.20	-0.86	1.24	0.71
All 10 correct	0	7	2.54	.30	7	1.65	0.17	-0.89	1.2	0.76

Any questions regarding this report can be directed to the Office of Institutional Effectiveness, Research, and Planning at (909) 389-3331 or you may send an email to cgundersen@craftonhills.edu.