

EOPS Pre/Post Orientation Assessment Results - Fall 2017

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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 Fall 2017.

Summary of Findings

- Students were substantially more likely (ES=1.10) to answer all 10 questions correctly on the post-assessment (51%) than the pre-assessment (7%).

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

- EOPS is an acronym for:
- What are the services that the EOPS program offers?
- How many units must you enroll in to continue in the EOPS program?
- Before adding or dropping classes, what are you required to do?

Students were least likely to respond correctly to the following post-assessment questions:

- What are the time limits for EOPS students to continue in the program?
- What must a student do during the 8th or 9th week of each semester?

Overview

In the Fall of 2017 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 Fall 2017. The ten 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 Fall 2017 the assessment was completed by a total of 125 students. Students who did not answer all 20 questions or answered them incorrectly by selecting multiple answers for a question were excluded from this study. No identifying information from individual students was collected.

Findings

Students were substantially more likely (ES=1.10) to answer all 10 questions correctly on the post-assessment (51%) than the pre-assessment (7%).

Specific questions with the highest rate of knowledge improvement include:

- Question 7: What grade point average must you maintain for satisfactory academic progress? The percent of students who answered this question correctly improved substantially (ES=1.10) from 44% at the pre-assessment to 90% at the post-assessment.
- Question 5: How many contacts must students complete with an EOPS counselor? The percent of students who answered this question correctly improved substantially (ES=1.10) from 44% at the pre-assessment to 90% at the post-assessment.
- Question 3: What educational disadvantaged criteria meets the eligibility requirements to enter the EOPS program? The percent of students who answered this question correctly improved substantially (ES=.89) from 50% at the pre-assessment to 88% at the post-assessment.

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

- Question 1 (95%): EOPS is an acronym for:
- Question 4 (91%): What are the services that the EOPS program offers?
- Question 8 (89%): How many units must you enroll in to continue in the EOPS program?
- Question 10 (85%): Before adding or dropping classes, what are you required to do?

On the post-assessment, the amount of students who answered question 1 increased by 4%, question 4 increased by 6%; and that figure increased by 8% for question 8 and 11% for question 10.

The two questions students were least likely to answer correctly in the post-assessment are:

- Question 9: What are the time limits for EOPS students to continue in the program? (78%).
- Question 6: What must a student do during the 8th or 9th week of each semester? (80%).

The percentage of students who answered question 9 correctly increased substantially (ES=.81) from 42% on the pre-assessment to 78% on the post-assessment. Similarly, the percentage of students who answered question 6 correctly substantially increased (ES=.62) from 52% on the pre-assessment to 80% on the post-assessment.

Table 1: Means, Standard Deviations, Effect Size, and P Values for EOPS Pre/Post Orientation Assessment.

Question	Pre-Assessment			Post-Assessment			ES	P-Value
	% Correct	N	SD	% Correct	N	SD		
1	95.2	125	.215	99.2	125	.089	.24	.056
2	67.2	125	.471	91.2	125	.284	.62	.000
3	50.4	125	.502	88.0	125	.326	.89	.000
4	91.2	125	.284	97.6	125	.154	.28	.028
5	44.0	125	.498	89.6	125	.306	1.10	.000
6	52.0	125	.502	80.0	125	.402	.62	.000
7	44.0	125	.498	89.6	125	.306	1.10	.000
8	88.8	125	.317	96.8	125	.177	.31	.015
9	41.6	125	.495	78.4	125	.413	.81	.000
10	84.8	125	.360	96.0	125	.197	.39	.003
All 10 correct	7.2	125	.260	51.2	125	.502	1.10	.000

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 aaaslanian@craftonhills.edu: RRR 1848 EOPS Pre-Post-Assessment-Fall 2017 - Final.docx; snSnEOPSOrientation_FA2017.sav; EOPSF2017.R;