



EOPS Pre/Post Orientation Assessment Results - Spring 2018

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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 2018.

Summary of Findings

- Students were substantially more likely (ES=1.23) to answer all 10 questions correctly on the post-assessment (59%) than the pre-assessment (9%).

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

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

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?
- How many contacts must students complete with an EOPS counselor?

Overview

In the Spring 2018 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 2018. 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 Spring 2018 the assessment was completed by a total of 34 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 and were not included in the total above. No identifying information from individual students was collected.

Findings

Students were substantially more likely (ES=1.23) to answer all 10 questions correctly on the post-assessment (59%) than the pre-assessment (9%).

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=1.70) from 35% at the pre-assessment to 97% 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=1.07) from 47% at the pre-assessment to 91% at the post-assessment.
- Question 9: What are the time limits for EOPS students to continue in the program? The percent of students who answered this question correctly improved substantially (ES=1.00) from 38% at the pre-assessment to 82% at the post-assessment.

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

- Question 1 (94%): EOPS is an acronym for:
- Question 8 (88%): How many units must you enroll in to continue in the EOPS program?
- Question 10 (88%): Before adding or dropping classes, what are you required to do?
- Question 4 (82%): What are the services that the EOPS program offers?

On the post-assessment, the amount of students who answered question 1 increased by 3%; question 8 increased by 6%; and that figure increased by 6% for question 10 and 18% for question 4.

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

- Question 9: What are the time limits for EOPS students to continue in the program? (82%).
- Question 5: How many contacts must students complete with an EOPS counselor? (85%)

The percentage of students who answered question 9 correctly increased substantially (ES=1.00) from 38% on the pre-assessment to 82% on the post-assessment. Similarly, the percentage of students who answered question 5 correctly substantially increased (ES=.74) from 53% on the pre-assessment to 85% 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	94.1	34	.239	97.1	34	.171	.14	.562
2	70.6	34	.462	91.1	34	.171	.76	.003
3	47.1	34	.507	91.2	34	.288	1.07	.000
4	82.4	34	.387	100.0	34	.000	.64	.012
5	52.9	34	.507	85.3	34	.359	.74	.004
6	64.7	34	.485	91.2	34	.288	.66	.008
7	35.3	34	.485	97.1	34	.171	1.70	.000
8	88.2	34	.327	94.1	34	.239	.21	.4003
9	38.2	34	.493	82.4	34	.387	1.00	.000
10	88.2	34	.327	94.1	34	.239	.21	.4003
All 10 correct	8.8	34	.288	58.8	34	.500	1.23	.000

Note; Question 2 asks: "What are the eligibility requirements to enter the EOPS Program?"; Question 6 asks: "What must a student do during the 9th-11th week of each semester?"