



Student Support and Equity Programs  
**New EOP Student Welcome Reception**  
**Assessment Report**

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**Choose One:** Learning Outcome Assessment

**Date of Assessment Implementation:** October 2011

**Date of Report:** August 2012

**Purpose of Assessment**

To determine if participation in the New EOP Student Welcome successfully introduces incoming freshmen and transfer students to the history, legacy, benefits and services of the Educational Opportunity Program (EOP) and positively impacts their sense of belonging and connection with the program, staff, and students of EOP.

**Division Learning Outcome:** Self-Determination

**Targeted Learning Outcome**

As a result of participating in the New EOP Student Welcome (2011):

- Students will be able to describe the EOP history;
- Students will be able to describe the services which are benefits for participation in EOP;
- Students will agree to feeling a stronger connection to EOP.

**Assessment Methodology**

All participants of the event were sent an email invitation to complete an online assessment immediately following the conclusion of the New EOP Student Welcome. The instrument included open-ended and forced choice questions related to the targeted learning outcomes for the program. Additionally, participants are asked to rank "how helpful" specific segments of the program have been for them.

**Results**

A total of 331 newly admitted freshmen and transfer EOP students participated in the *New EOP Student Welcome* 311 attended the full program on September 13<sup>th</sup>. 67 other students unable to attend the full program attended a make-up session within the first two weeks of the fall term. 138 of the 331 participants (a **42% response rate**) responded to and completed the online assessment. Based on analysis of the assessment data it has been determined that 34% (44/129) students were able to explain the history of EOP; 94% (130/138) students were able to identify all requirements to maintain their status in EOP; 99%(136/138) students were able to identify their assigned EOP advisor; 51% (71/138) indicated they felt "Extremely to Very Connected" to EOP; 96% (133/138) of students indicated the Introduction of EOP Staff were

from "Extremely to Moderately Helpful"; 99%(136/138) of students indicated that the EOP Overview (programs and services) were from "Extremely to Moderately Helpful"; 95% (131/138) of students indicated that Mingle with friends, peers, faculty/administrators (lunchtime) were "Extremely to Moderately Helpful"; 97% (134/138) of students indicated that Small group session with your advisor were "Extremely to Moderately Helpful"; 99% (131/132) of students indicated that the New Student EOP Welcome 2011 (NESW) were "Extremely to Moderately Helpful".

### **Conclusion**

311 students attended the NESW

67 students attended the NESW Make-up sessions

23 faculty and administrators attended the NESW

Based on the online assessment results, only 34% of students were able to explain the history of EOP. On the other hand, 94% of students were able to identify all requirements to maintain their status in EOP. 51% indicated they felt "Extremely to Very Connected" to EOP

### **Implications for Practice**

In general, the new EOP students in attendance are satisfied with the overall offerings of the *New EOP Student Welcome* and believe they have gained a greater sense of connection with the program, its history, staff, students, services, and benefits. A number of questions on the assessment instrument focused on students' level of agreement with how helpful the various segments of the program have been to them. This is important feedback and helpful in determining the general impact the program has had on the students, however, it is recommended that adjustments be made to the assessment instrument to better capture what students learn by way of participation. This will involve establishing baseline rubrics for each open-ended question. Additionally, reconstructing some of the questions may better determine if students truly understand specific benefits and implications of program expectations.