

## Purpose of Assessment

This Student Learning Outcome (SLO) questionnaire was revised this year to assess the importance of our services as perceived by prospective students at high school and community college outreach presentations between the months of July 2014 and May 2015. During the outreach presentation each of our services is explained to engage prospective students in each of its benefits and how the services are provided on our campus. This year, assessments forms were collected at seven high school and three community college presentations

## Needs Assessment

As a result of participating in an Educational Opportunity Program (EOP) outreach presentation, prospective students will perceive EOP services as helpful. The five services promoted are tutoring, academic advising, EOP grant, having a support system, seminars/workshops, and graduation preparation.



## Methodology

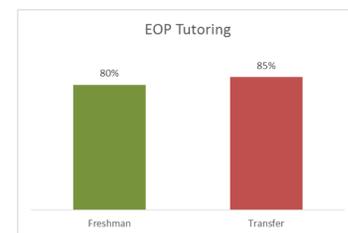
A revised assessment was implemented for the 2014-2015 academic year. Three hundred and fifty three (353) participants from 7 high schools and 3 community colleges were asked to respond to a paper 5-question assessment at the end of the presentation. While responses to all the questions are important for the department, question #2 informs of the importance of our services as perceived by high school and college students therefore alerting us to the perceived needs of our targeted populations. The presentation included information about the various EOP services students are eligible for if accepted into the program.

The assessment questions were: "1. Before today's presentation, had you heard of the Educational Opportunity Program (EOP)?" (Yes or No); "2. How helpful are the following EOP services going to be for you?" 5 point scale, from Not helpful to Very Helpful (options: a. Tutoring; b. Academic Advising; c. EOP Grant; d. Having Support Services; e. Seminars/Workshops; and f. Graduation Preparation); "3. Will you be applying to: a. Cal Poly Pomona" (Yes or No); "b. EOP" (Yes or No); "c. What year will you be applying?" (fill in the blank); "d. When is the deadline to apply to the EOP Program at Cal Poly Pomona?" (fill in the blank); "4. What grade are you currently in?" (HS; fill in the blank) and "What year is this for you in college?" (Transfer); and "5. Do you have any final questions?" (fill in the blank).

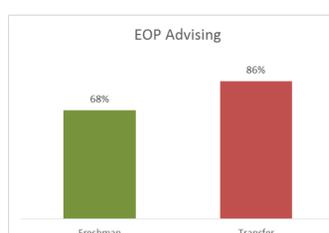
## Results

A total of 353 (100%) participants completed and submitted the questionnaire, 274 (78%) from high school and 79 (22%) from community colleges. We strived and succeeded in increasing the evaluation forms for this year due to the number of outreach events and the adjustment of the questions.

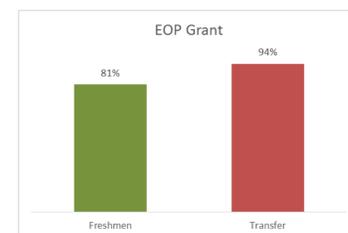
EOP tutoring perceived helpfulness by high school and community college students.



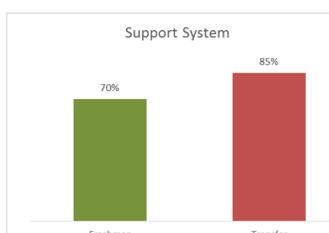
EOP advising perceived helpfulness by high school and community college students.



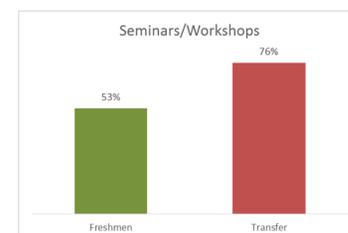
EOP grant money perceived helpfulness by high school and community college students.



EOP support system perceived helpfulness by high school and community college students.



EOP seminars/workshop perceived helpfulness by high school and community college students.



Graduation preparation perceived helpfulness by high school and community college students.



## Helpfulness of EOP Services

### High School (274)

The rate for perceived helpfulness reported by high school students for each service is as follows:

- 218 (80%) for tutoring
- 185 (68%) for academic advising
- 221 (81%) for EOP grant
- 193 (70%) for having support system
- 145 (53%) for seminars/workshops
- 226 (82%) for graduation preparation

### Community College (79)

The rate for perceived helpfulness reported by community college students for each service is as follows:

- 67 (85%) for tutoring
- 68 (86%) for academic advising
- 74 (94%) for EOP grant
- 67 (85%) for having support system
- 60 (76%) for seminars/workshops
- 64 (81%) for graduation preparation

## Conclusion

A higher percentage of community college students perceive the services offered by EOP to be helpful as compared to high school students, in particular, advising and seminars/workshops. This may be due to students realizing the level of difficulty in college level courses and have been receiving similar services at their college. Whereas high school students may not be receiving these services in high school and assume that the level of work requires the same amount of study time and homework. Both populations found that the grant money would be helpful. Nevertheless, given the high percentages of level of helpfulness in each area, we did find the EOP is perceived as a helpful service to prospective students.

## Implications for Practice

In order for students to understand EOP services and how they could be useful to them, we will involve student volunteers (ambassadors) as co-presenters of the program, in which their testimonials about college life and studies, and the value of EOP services will resonate with participants especially high school students. The ambassadors will address the importance of advising, seminars and workshops and how it was helpful to them improving academically and adjusting to college life.

