Appendix A
Chico Students Success Center’s Logic Model
Based upon Innovation Network, Inc. Workbook
(www.innonet.org Logic Model Workbook)
Problem Statement
(What problem does your program address?)

The Chico Student Success Center (CSSC) is a collaborative outreach and student development program that supports a successful college experience for low income students. The CSSC has partnerships with high schools that serve low income students while also demonstrating a strong commitment to a creating a college going culture.

The CSSC helps low income students transition from high school to college, and then to professional careers by providing a variety of services that focus on 1) academic performance, 2) personal leadership, 3) civic engagement, and 4) career preparation.

Goals
(What is the overall purpose of your program?)

a. Improve access to California State University, Chico for low income students.
b. Increase the number of partnership students attending California State University, Chico.
c. Improve the 6 year graduation rate at CSU, Chico for partnership students.
d. Increase the number of CSSC graduates enrolled in a graduate program

Rationales
(How does change occur in your field?)

a. Success in college requires for low income students require services both before and after the student arrives at the university. (See "The Summer Flood: The Invisible Gap Among Low-Income Students", Arnold, Fleming, DeAnda, Castleman, Wartman-Thought and Action fall 2009.
b. "Outside" the classroom problems, such as family, financial, social, emotional issues, present substantial obstacles to academic success. (See California Postsecondary Education Commission, Commission Report 07-07, "Accountability Framework Goal: Student Success 'How Are California's Public College Students Doing?'", See “Emotional Intelligence and College Success: A Research-Based Assessment and Intervention Model” Gary R. Low, Darwin B. Nelson.)
d. The college outreach and recruiting message should support the reality of what it takes to be successful in college. (See Powerful Institutional Levers to reduce College Student
Assumptions
(Why will your program work?)

a. Educational partnerships are valued by high schools that have created a college going culture
b. New students will respond to supportive, transition outreach efforts.
    c. Nearly all students begin college with the expectations of graduating with a college degree.
    d. There is adequate capacity in the student service units, but greater coordination is needed between units.
    e. The university values a diverse, academically successful student body.
    f. The work to help student be successful in college must begin before the student reaches our campus and must continue throughout their time here at CSU, Chico
    g. High school students, who have met the regular California State University admission standards and have accepted the importance of individual responsibility, have a high probability of being successful in college, regardless of their socioeconomic status
    h. College students involved in retention programs with high expectations and strong, personalized academic support systems can graduate at or above the university's 6 year graduation rate, regardless of their socioeconomic status.

Timeframe

Start Date: January 1, 2010
End Date: January 1, 2015

Resources
(What do you have to work with?)

a. Personnel: 1 Director, 1 Associate Director
b. Financial: State Budget $150,000, Donations/Gifts/Awards $40,000

Activities – RECRUIT/ADMIT
(What will you do with your resources?)

a. High School Visits
b. Host Extended Campus Visits
c. Interact with high school teachers, advisors, administrators
d. Tribal Relationships
e. Parent Workshops
Outputs
(What are the tangible products of your activities?)

a. Receive annually over 500 application from students at our high school partnerships
b. Communicate with over 1,500 middle and high school students each year
c. Be on a first name basis with 200 current educational partners serving high school students.
d. Provide advisory services for tribal educational initiatives

Shorter-Term Outcomes
(What changes do you expect to occur as a result of your work?)

i. Increase the # of applications from partnership high schools
ii. Increase the # of regularly admitted students from partnership high schools and programs
iii. CSSC’s staff understand the current challenges in 6 - 12 grade education

Activities: ORIENTATION

a. Financial Aid Check Up
b. Course Schedule Review
c. Housing Review
d. Welcoming Event

Outputs

a. Review Financial Disbursements for all new CSSC students
b. Review all CSSC’s First Time Freshmen course schedules
c. Recognize by face and name all new CSSC students
d. For new CSSC students, identify their personal obstacles to academic success

Shorter-Term Outcomes

i. Students begin college with adequate financial resources
ii. Students are taking courses aligned with their academic abilities
iii. Students meet peers focused on academic achievement
iv. Students are comfortable with CSSC’s staff members
v. Identify potential obstacles to academic success
Activities: SUPPORT-STUDENT SERVICES

a. Civic Engagement
b. Computer Center/Conference Room
c. Small Support Groups
d. Leadership Retreat
e. Book Awards
f. Student Assistant Jobs
g. Faculty/Staff/Student Bowling Tournament
h. Make-A-Wish Fundraiser
i. Emotional IQ Assessment

Outputs

a. CSSC students are introduced to the Chico community
b. Purchase textbooks books for CSSC students who have not received their financial aid
c. Serve 50 students in a weekend academic success retreat
d. Provide 8 students with student assistant jobs
e. Serve 300 plus students with computer and printing access
f. Create Individualized Student Success Plans for CSSC students
g. Support Latina students who are from the Coachella Valley
h. 50 CSSC students interact with faculty and staff outside of the classroom
i. 50 CSSC students interact with community members

Shorter-Term Outcomes

i. Students using the CSSC resources are focused on academic achievement
ii. Students' technology needs are being met
iii. Students believe that they belong at Chico State.
iv. Students are introduced to workplace expectations

Activities: INSTRUCT-SPECIAL PROGRAMS

a. UNIV 345 - BRC Leadership Course
b. UNIV-298 Academic Renewal Course-Special Topics

Outputs
a. Enroll 50 First Time Freshmen in Academic Renewal Course  
b. Enroll 40 students in Advanced Academic Leadership course

**Shorter-Term Outcomes**

i. CSSC FTF students on academic probation raise their gpa above the disqualification range

ii. Students become actively engaged in representing their university at a variety of events/functions.

**Activities: SUPPORT-ACADEMIC SERVICES**

a. Intrusive Advising  
b. Academic Planning  
c. Major Selection

**Outputs**

a. Early identification of academic issues for CSSC students  
b. Information delivered about different career options  
c. Avoid course schedules with a high probability of failure  
d. Conduct 50, 30 minute, appreciative advising sessions with first time freshmen students on academic probation  
e. Conduct 100 Emotional Intelligence on-line assessments

**Shorter-Term Outcomes**

i. "Academic Success" plans developed  
ii. First year retention rate above the university's average

**Activities: CAREER PREPARATION**

a. Mock Interviews  
b. Etiquette Dinner  
c. Career Fair Collaboration
 Outputs

a. 30 CSSC students participate in mock interviews
b. 50 CSSC students participate etiquette dinner
c. 25 students provide support services for Career Fair

 Shorter-Term Outcomes

i. Students become aware of career opportunities and career paths
ii. Students and staff get feedback on students' career readiness

 INTERMEDIATE OUTCOMES

(What changes do you expect to occur as a result of your work?)

i. Create "Pathway" clusters from partnership high schools
ii. Students can independently make sound academic planning decisions
iii. Students begin to prepare for their professional futures
iv. Students develop "persistence" skills and beliefs
v. Students develop self confidence

 LONGER-TERM OUTCOMES

(What changes do you expect to occur as a result of your work?)

i. Establish Chico State as a "college of choice" for students graduating from partnership high schools
ii. Students from partnership schools graduate above the university's 6 year rate
iii. Students are prepared for a professional career and/or they meet graduate school requirements
iv. Students provide leadership skills for solving university/community issues.
Appendix B
Chico Student Success Center’s Evaluation Model

Shorter-Term Outcomes: Indicators of Success and Measurements

i. Increase the # of applications from partnership high schools

a. 75% of juniors attending partnership high schools and visiting the CSU, Chico campus will demonstrate a highly favorable opinion of CSU, Chico
   • Campus Visit Survey

b. 10% of AVID seniors at CSSC’s partnership schools will apply to attend CSU, Chico
   • CSU, Chico Admission Report

c. 90% of high school partners’ teachers/advisors/administrators will recommend CSU, Chico to their students.
   • Partnership Survey

i. Increase the # of regularly admitted students from partnership high schools and programs

a. 90% of of the applicants from our partnership high schools will meet the CSU 2900 admission index score
   • CSU, Chico Admission Report

i. Students begin college with adequate financial resources

a. 90% of the freshmen from our partnership programs will have their financial aid disbursed before the first day of the semester
   • CSSC Transition Report

i. Students are taking courses aligned with their academic abilities

a. 100% of freshmen students from our partnership schools will attend Summer
   • CSU, Chico Admission Report
i. Students become aware of career opportunities and career paths
   a. 80% of CSSC students will attend special speaker events at least twice during the academic year
      • CSSC Engagement Report

i. Students using the CSSC resources are focused on academic achievement
   a. 80% of the students using the Student Success Center will use their time in the Center engaged academically
      • CSSC Study Drills

i. Students meet peers focused on academic achievement
   a. 100% of new CSSC students will meet and form new academic relationships during their freshmen year
      • First Year CSSC Experience Survey
      • CSSC Class-Level Focus Group

i. Students' technology needs are being met
   a. 100% of CSSC's students will have access to the necessary technology to complete their assignments
      • CSSC First Year Experience Survey
      • CSSC Class-Level Focus Group

i. Students are comfortable with CSSC's staff members
   a. 90% of CSSC students will meet individually with CSSC staff members during the academic year
      • CSSC First Year Experience Survey
      • CSSC Class-Level Focus Groups

i. Students believe that they belong at Chico State.
   a. 80% of CSSC's FTF will recommend CSU, Chico to a friend or family
      • CSSC First Year Experience Survey
member at the end of their freshmen year.  

• CSSC Class-Level Focus Group

i. Students are introduced to workplace expectations

a. 80% of CSSC student assistants will either participate in internships or get a student job outside of the CSSC  

• CSSC Student Assistants Report

i. Students and staff get feedback on students' career readiness

a. 80% of CSSC students will participate in Mock Interviews by the end of their junior year  

• CSSC Mock Interview Report
• CSSC Success Plans
• CSSC's Engagement Report

i. CSSC's staff understand the current challenges in 6 - 12 grade education

a. 80% of CSSC's partnership high schools will be visited during an academic year  

• CSSC Annual Report

i. First year retention rate above the university's average

a. 90% of CSSC's freshmen will return for their sophomore year at CSU, Chico  

• CSSC Retention Report

i. "Academic Success" plans developed

a. 80% of CSSC students will have participated in the creation and maintenance of a Success Plan  

• CSSC Student List
• CSSC Success Plans

i. Identify potential obstacles to academic success

a. 100% of CSSC's FTF will have their Key Success Indicators reviewed before
the start of the semester

b. All FTF, CSSC students on Academic Probation after their first semester will enroll in the Academic Renewal course

i. CSSC FTF students on academic probation raise their GPA above the disqualification range

a. 100% of FTF, CSSC's students will be above the Academic Disqualification standard by the end of their 2nd semester

i. Students become actively engaged in representing their university at a variety of events/functions

a. 80% of CSSC's freshmen students will attend two CSSC's sponsored, co-curricular events

Intermediate Outcomes: Indicators of Success and Measurements

i. Create "Pathway" clusters from partnership high schools

a. 25 graduating students or more of partnerships high schools from a targeted geographical area will attend CSU, Chico in each year

i. Students begin to prepare for their professional futures

a. 100% of CSSC students will participate in career development activities by the end of the junior year

i. Students can independently make sound academic planning decisions
a. 90% of CSSC students who have 45 units or more will be able to independently create their class schedules  
   ● CSSC Success Plans

i. Students develop "persistence" skills and beliefs

a. 100% of CSSC's students will believe they can be academically successful  
   ● CSSC Class-Level Focus Group  
   ● CSSC Success Plans

i. Students develop self confidence

a. 80% of CSSC's students will demonstrate an acceptable level of self confidence by the start of their senior year  
   ● CSSC Mock Interview Report

Longer-Term Outcomes: Indicators of Success and Measurements

i. Establish Chico State as a "college of choice" for students graduating from partnership high schools

a. 100 students of CSSC's high school partners will enroll at CSU, Chico each year  
   ● CSU, Chico Admission Report

i. Students from partnership schools graduate above the university's 6 year rate

a. 90% of CSSC's students will graduate within 6 years  
   ● CSSC Longitudinal Data Report

i. Students are prepared for a professional career and/or they meet graduate school requirements

a. 100% of CSSC graduates will be prepared for their chosen career by the  
   ● CSSC Exit Survey  
   ● CSSC Success Plans
i. Students provide leadership skills for solving university/community issues.

a. 100% of CSSC students will have participated in leadership activities the time they have earned their undergraduate degree

- CSSC Student Success Plans
- CSSC Engagement Report
Appendix C
Partnership Survey

1. Generally speaking, would you recommend your students attend Chico State?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100.0%</td>
<td>11</td>
</tr>
<tr>
<td>No</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

2. Would you recommend Chico State to a relative or a close friend?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100.0%</td>
<td>11</td>
</tr>
<tr>
<td>No</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

3. How satisfied are you with the services provided by Chico State's partnership team of Gary McMahon, Bertha Alicia Curiel, and Oscar Haro?

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Undecided</th>
<th>Somewhat Satisfied</th>
<th>Very Satisfied</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>100.0% (11)</td>
<td>0.0% (0)</td>
<td>5.00</td>
<td>11</td>
</tr>
<tr>
<td>Advocacy for your Students</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>100.0% (11)</td>
<td>0.0% (0)</td>
<td>5.00</td>
<td>11</td>
</tr>
<tr>
<td>Campus Visit Scheduling</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>90.9% (9)</td>
<td>0.0% (0)</td>
<td>5.00</td>
<td>10</td>
</tr>
<tr>
<td>Admissions Support</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>90.0% (9)</td>
<td>0.0% (0)</td>
<td>4.88</td>
<td>9</td>
</tr>
</tbody>
</table>

4. How confident are you that your students will be supported at Chico State in the following areas?

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Unconfident</th>
<th>Somewhat Unconfident</th>
<th>Undecided</th>
<th>Somewhat Confident</th>
<th>Very Confident</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>100.0% (11)</td>
<td>0.0% (0)</td>
<td>5.00</td>
<td>11</td>
</tr>
<tr>
<td>Housing Arrangements</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>90.9% (10)</td>
<td>9.1%</td>
<td>5.00</td>
<td>11</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>100.0% (11)</td>
<td>0.0%</td>
<td>5.00</td>
<td>11</td>
</tr>
<tr>
<td>Academic Planning</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>90.9% (10)</td>
<td>9.1%</td>
<td>5.00</td>
<td>11</td>
</tr>
<tr>
<td>Social Integration</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>90.9% (10)</td>
<td>9.1%</td>
<td>5.00</td>
<td>11</td>
</tr>
<tr>
<td>Career Planning</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>90.0% (9)</td>
<td>10.0%</td>
<td>5.00</td>
<td>10</td>
</tr>
</tbody>
</table>

5. If you have visited Chico State during the 2009/10 academic year, how satisfied were you with the following activities? (Please skip this question, if you haven't visited Chico State this academic year.)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Undecided</th>
<th>Somewhat Satisfied</th>
<th>Very Satisfied</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Tour</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>70.0% (7)</td>
<td>30.0%</td>
<td>5.00</td>
<td>10</td>
</tr>
<tr>
<td>Student Panel</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>66.7% (6)</td>
<td>33.3%</td>
<td>5.00</td>
<td>9</td>
</tr>
<tr>
<td>Meals Provided</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>11.1% (1)</td>
<td>77.8% (7)</td>
<td>11.1%</td>
<td>4.88</td>
<td>9</td>
</tr>
</tbody>
</table>
5. If you have visited Chico State during the 2009/10 academic year, how satisfied were you with the following activities? (Please skip this question, if you haven’t visited Chico State this academic year.)

By Chico State
Career Planning Presentation 0.0% (0) 0.0% (0) 0.0% (0) 0.0% (0) 55.6% (5) 44.4% (4) 5.00 9
Simulated College Lectures 0.0% (0) 0.0% (0) 0.0% (0) 0.0% (0) 44.4% (4) 55.6% (5) 5.00 9
Admission Presentations 0.0% (0) 0.0% (0) 0.0% (0) 0.0% (0) 55.6% (5) 44.4% (4) 5.00 9
Motivational Talks 0.0% (0) 0.0% (0) 0.0% (0) 0.0% (0) 55.6% (5) 44.4% (4) 5.00 9

Any Comments?

6. Please tell us what you like most about your partnership with Chico State and the Chico Student Success Center.

Response Count 10

7. Please tell us what, if anything, can be done to improve the partnership between your school and Chico State/Chico Student Success Center.

Response Count 8

8. Among four year-universities that you are familiar with, where would Chico State rank in terms of supporting your students through the admissions process?

answered question 11
skipped question 0

<table>
<thead>
<tr>
<th>Top 5%</th>
<th>Top 10%</th>
<th>Top 25%</th>
<th>Middle of the Road</th>
<th>Bottom 25%</th>
<th>Bottom 10%</th>
<th>Bottom 5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>72.7%</td>
<td>18.2%</td>
<td>9.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Response Count

Percent

Response Count