

**ANNUAL REPORT
OF GOALS AND
MEASURES
2006-2007**

Educational Opportunity Program

Student Support Services

A Division of Student Affairs



California State University, Chico

EDUCATIONAL OPPORTUNITY PROGRAM

I. Mission Statement

The mission of the Educational Opportunity Program (EOP) is to provide access and support services to first generation college students who are economically, educationally, and/or environmentally disadvantaged, but display the potential to succeed in post-secondary education and to assist the university in the matriculation, retention, and graduation of EOP students.

II. Departmental Accomplishments

- Incorporation of sustainability component into program offerings
- Women of Excellence Mother/Daughter Conference
- Northern/Southern California Foster Youth Consortium Meeting
- Increased diversity in both career and student staff hires
- Increased public visibility of accomplishments of EOP students
- Improved staff morale and cohesion

Highlights:

- Last fall, “An Inconvenient Truth” was shown to all UNIV 102 sections (Orientation for EOP students) and a reflective essay was required regarding the documentary. From now on, there will be a component on **Sustainability** within UNIV 102. A Sustainability Workshop was offered for the first time during Summer Bridge. Presented by the AS Recycling Coordination, this workshop informed our newest students on ways they can be more environmentally-responsible. Finally, the unit purchased plastic dishes and cups that can be re-used by staff for special events (holidays, birthdays) and refrain from using so many paper goods.
- The **Women of Excellence** sponsored their first annual **Mother/Daughter Conference** last April. Over 50 daughters and mother-figures attended workshops on topics such as education, women’s health, and changing negative self-talk.
- Increased public visibility of **accomplishments of EOP students** – President’s Award for Outstanding Academic Achievement (Kham Vang); Outstanding Student Service (Tina Solis); 6 EOP students will be RA’s next year; two EOP students elected to AS office for next year.

III. Changes in Policies and Procedures

- **Summer Bridge Schedule** – For the past two years, there was a Summer Bridge I and II. Summer Bridge I occurred in July and Summer Bridge II occurred the week prior to students returning for the fall semester. There

was some duplication of effort and additional stress on the staff to plan two separate large events. This year, both events were combined into one Summer Bridge, held for 8 days in July.

- **Summer Bridge Attendance and Focus** - For budgetary and academic focus reasons, we have changed who is invited to Summer Bridge. In the past, all of our incoming first year students were required to attend Summer Bridge. This summer, for the first time, we only required all Exceptional admits and any Regular Admits who scored below 144 on the English Placement Test. Due to a noted high failure rate in English 130 over the past several years, our focus in Summer Bridge was on English skills development. A series of writing workshops were developed by English faculty to assist us in this endeavor.
- **Admissions** – For the first time, we did not require EPT and ELM scores prior to admitting students to EOP and participating in Summer Bridge. This impacted approximately 35 students who have scores pending. The majority of these are Regular admits.
- **First Year Experience** – Due to changes in the Student Support Services grant requirements, the First Year Experience was shifted from Foundation to the state-side. The First Year Coordinator position is paid out of state dollars and reports to the EOP Associate Director. Next year, all 8 Paraprofessional positions will be paid for out of state funds. In the past, 6 of the 8 positions were paid out of Foundation.

IV. Program Evaluation for Past Year

Primary Goals

1. EOP will provide assistance to first generation college students who are low-income and/or educationally disadvantaged students and have the potential to perform satisfactorily at CSU, Chico.
2. EOP will provide a comprehensive program of support services that will enhance the knowledge, understanding, and skills necessary for the academic success and the personal development of EOP students.
3. EOP will promote social, cultural, and ethnic diversity in the CSU, Chico campus population.
4. EOP will educate and inform students, faculty, and staff about program services and accomplishments.
5. EOP professional staff will maintain currency in the fields of college student retention and issues facing non-traditional college students through memberships in professional organizations, reading in appropriate research journals, and professional development opportunities.

6. EOP will encourage student participation and involvement in the CSU, Chico campus community and the community of Chico as a whole.

Annual Objectives 2006-2007

1. The EOP, SSS, and SLC web pages and links will be updated. (Strategic priorities 2, 3, and 4)

Unfinished – A committee was formed with representatives from the three areas – EOP, SSS, and SLC to prioritize what needed to be done. Because of time constraints, only minimal updates were performed. The pages for the SLC had the most outdated information, which was either removed or updated. A separate, linked page for SSS was added. The information on the EOP FYE was updated to reflect our current program offerings. Next, the committee needs to meet to determine long-term goals to provide a qualitatively better (not just current) product.

2. EOP will provide cultural activities open to the campus community. (Strategic priorities 1 and 4)

Exceeded – A total of 422 EOP/SSS students participated in 19 cultural activities throughout the academic year including attending the Philippine National Dance Co. and the Urban Bush Women. Cultural awareness activities are integrated into Summer Bridge and UNIV 102.

Exceeded - Two EOP staff members were on the planning committee for the African American retreat and the African American Student Welcome. Financial support was also provided. Staff and financial support were also provided for the Bienvenida (Latino student welcome), Black Commencement, Latino Graduation Celebration, and a reception between African American Faculty and Staff and the Chicano/Latino Council.

Exceeded - A series of presentations/demonstrations regarding multicultural awareness were put together after a few hate crimes occurred on campus. The first Women of Excellence Mother/Daughter Conference was offered in April. This will become an annual event. The above events were conceived by EOP students and staff assisted in bringing them to fruition.

3. EOP will develop and provide “Life After Graduation” workshops in collaboration with the Career Planning and Placement Office. (Strategic priorities 1, 2, 4, and 5)

Met - EOP has been collaborating with the Career Planning and Placement Office in increasing the participation of EOP/SSS students at workshops such as Resume Writing and Interviewing Techniques. 30 students were taken to the Graduate Diversity Forum in Mills College in Oakland in October. Two of

the participants had applied to doctoral programs (one has been accepted; the other was pending). Mathews (EOP Advisor) and Fernandez (SSS Coordinator) have created a plan for funding EOP/SSS students who have been accepted to graduate school but do not have the funds to visit the campus prior to making a decision or starting their respective program. They are also in the process of creating a handbook for no-cost/low-cost graduation ideas.

4. The EOP staff will focus on their professional development, primarily as it relates to technology. (Strategic priorities 2, 3, and 5)

Met – All of the UNIV 102 instructors (eight staff) participated in at least one Vista training; others have gone through a series of three. Several staff members have also attended additional trainings in CMS. Malone has added technology training as one of his individual goals and has met regularly with the Analyst/Programmer for training sessions.

Met – The ASC and ASA positions within the office are recent hires. Both have attended the following workshops: Effective Business Writing and Editing, Customer Services in Higher Education, and Finding the Meaning in My Work. In addition, O'Bryan (ASA) was hired from off-campus and took the following workshops: CMS Financials: Purchase Order Entry 8.4, CMS – HR: Time and Labor – Student Payroll, CMS Financials: Chartfields, CMS – HR: Faculty and Staff Administer Workforce Administration – Inquire, Microsoft Excel, Advanced Microsoft Excel.

V. Ongoing Assessment Efforts

Breakdown by Admissions Category: EOP Bonafide Enrolled (Primary Goal 1)

Admissions Category	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Freshmen Exception	121	62	55	60	49
Freshmen Regular	89	134	107	147	153
Transfer Exception	19	3	2	-	-
Transfer Regular	57	65	66	60	70
Transfer Regular "S"	3	11	-	-	-
Total	289	275	230	267	272

Breakdown by Admissions Category: Non-bona Fide EOP Enrolled (Primary Goal 1)

Admissions Category	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Freshmen Exception	11	6	8	6	3
Freshmen Regular	2	6	2	11	6
Transfer Exception	0	1	0	0	0
Transfer Regular	1	3	1	0	0
Transfer Regular "S"	0	0	0	0	0
Total	14	16	11	17	9

EOP Ethnicity Of Enrolled Admits – Fall Semesters (Primary Goal 3)

Ethnicity	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	EXC	REG	EXC	REG	EXC	REG	EXC	REG	EXC	REG
African American	10	29	10	29	16	9	13	19	15	13
American Indian	7	6	0	9	1	4	0	6	1	3
Asian American	37	37	7	49	5	48	8	45	5	51
Filipino	0	0	0	3	1	3	1	3	0	0
Mexican American	40	65	38	64	32	49	22	76	22	58
Other Latino	6	8	5	18	3	6	5	12	2	8
Pacific Islander	0	2	0	0	0	0	1	1	0	0
White	31	43	6	45	4	35	2	28	6	17
Unknown	23	18	6	15	3	22	14	28	1	9
Totals	154	208	72	219	65	176	66	218	52	159

Persistence Data for Freshmen (Primary Goal 2)

Cohort 1: Fall 2001		All EOP Freshmen	
	Total enrolled	% persistence	
Fall 2001	220		
Spring 2002	209	95%	
Fall 2002	178	80.90%	
Spring 2003	168	76.36%	
Fall 2003	146	66.36%	
Spring 2004	143	65%	
Fall 2004	136	61.82%	
Spring 2005	132	60%	
Fall 2005	111	50.45%	
Spring 2006	95	43.18%	
Fall 2006	49	22.23%	
Spring 2007	35	15.9%	

Cohort 2: Fall 2002		All EOP Freshmen	
	Total enrolled	% persistence	
Fall 2002	223		
Spring 2003	221	99.10 %	
Fall 2003	171	76.68%	
Spring 2004	170	76.23%	
Fall 2004	145	65.02%	
Spring 2005	143	64.13	
Fall 2005	127	56.95%	
Spring 2006	128	57.40%	
Fall 2006	100	44.84%	
Spring 2007	99	44.39%	

Cohort 3: Fall 2003		All EOP Freshmen	
	Total enrolled	% persistence	
Fall 2003	209		
Spring 2004	205	98.09%	
Fall 2004	184	88.04%	
Spring 2005	182	87.08%	
Fall 2005	156	74.64%	
Spring 2006	155	74.16%	
Fall 2006	139	66.51%	
Spring 2007	131	62.68%	

Cohort 4: Fall 2004		All EOP Freshmen	
	Total enrolled	% persistence	
Fall 2004	170		
Spring 2005	169	99.41%	
Fall 2005	144	84.71%	
Spring 2006	136	80.0%	
Fall 2006	118	69.41%	
Spring 2007	116	68.23%	

Cohort 5: Fall 2005		All EOP Freshmen	
	Total enrolled	% persistence	
Fall 2005	224		
Spring 2006	196	87.5%	
Fall 2006	175	78.13%	
Spring 2007	167	74.55%	

Cohort 6: Fall 2006		All EOP Freshmen	
	Total enrolled	% persistence	
Fall 2005	211		
Spring 2006	203	96.21%	

EOP Continuing Student Enrollment Ethnicity (Primary Goal 3)

Ethnicity	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
African American	187	172	151	136	123	122
American Indian	33	40	34	40	19	17
Asian American	167	210	223	242	243	268
Filipino	8	10	9	11	13	11
Mexican American	425	480	443	433	419	439
Other Latino	58	64	62	62	47	62
Pacific Islander	5	4	6	3	4	3
Unknown	77	105	93	78	96	91
White\Non-Latino	195	216	183	165	161	160
Total	1155	1301	1204	1170	1125	1173

Total EOP Students by GPA (Primary Goal 2)

GPA	Spring 2003		Spring 2004		Spring 2005		Spring 2006		Spring 2007	
	#	%	#	%	#	%	#	%	#	%
3.5 +	73	6.0	94	8.1	82	7.3	79	7.5	98	8.93
3.0 to 3.49	214	17.7	226	19.5	194	17.3	191	18.2	198	18.05
2.5 to 2.99	323	26.7	281	24.2	304	27.1	301	28.8	297	27.07
2.0 to 2.49	378	31.2	317	27.3	334	29.8	314	30.0	327	29.81
1.99 & below	223	18.4	242	20.9	206	18.4	162	15.5	177	16.13
Total	1211		1160		1120		1047		1097	

Total EOP Students by Class Level (Primary Goal 2)

	Spring 2003		Spring 2004		Spring 2005		Spring 2006		Spring 2007	
	#	%	#	%	#	%	#	%	#	%
Freshmen	270	22.3	233	20.1	225	20.1	224	21.4	250	22.8
Sophomore	215	17.8	204	17.6	229	20.4	176	18.8	260	23.7
Junior	279	23.0	263	22.7	233	20.8	258	24.6	400	36.5
Senior	447	36.9	460	39.7	433	38.7	389	37.2	187	17.1
Total	1211		1160		1120		1047		1097	

VI. Analysis: What actions need to occur to move to the “next level”?

- EOP needs to complete a successful search and hiring of an Analyst/Programmer. This position is critical to the effective operation of EOP, SSS, and the SLC. The original Analyst/Programmer customized our database system to meet unit needs. We may have to examine ways to simplify our data collection and interpretation needs in the future.
- EOP needs to identify learning outcomes for program offerings and how to measure those outcomes.
- Now that the SSS staff is finally complete, EOP and SSS need to determine how they will effectively serve students without duplicating program offerings.
- Additional staff and services (i.e., Computer Lab) have taxed our current space needs. We are using our Storage Room as an overflow advising area for our interns. Once we move into the Student Services Center, this problem should be alleviated.

VII. Goals for the next academic year**Annual Objectives 2007-2008**

1. EOP will re-evaluate its Admissions process and implement needed changes to streamline the process. (Strategic priorities 2, 3, 4, 5)
2. EOP will begin to formally articulate learning outcomes for its program offerings. (Strategic priorities 1, 2, 3, 4, 5, 6)
3. EOP will identify and implement program offerings that strengthen the First Year Experience. (Strategic priorities 1, 2, 3, 4)

STUDENT SUPPORT SERVICES

Note: Student Support Services is a TRIO program funded by the United States Department of Education to provide academic support services to low-income, first generation college students. The mission statement and program goals (objectives in the US Department of Education framework) are specified by federal regulations and policies and cannot be altered without approval from a program officer at the US Department of Education.

I. Mission Statement

The mission of Student Support Services (SSS) is to improve the retention, graduation, and graduate and professional school enrollment rates of eligible students who are receiving project services.

II. Departmental Accomplishments

- Created and implemented a lap-top/technology loan-out program
- Increased public visibility of accomplishments of SSS participants
- Implemented on-going meetings with TRiO programs on campus and the SSS program from Butte Community College
- Hired Academic Coordinator

Highlights:

- Due to unanticipated money leftover at the end of the 2005-2006 grant cycle, various technology items were purchased. A **lap-top/technology loan-out** program was created and implemented last fall. Participants are allowed to check-out various technology items for educational purposes.
- Increased public visibility of **accomplishments of SSS students** – President's Award for Outstanding Academic Achievement (Kham Vang); Outstanding Student Service (Tina Solis).
- The implementation of an on-going **meeting with the TRiO programs** (Upward Bound Projects and Educational Talent Search) on campus and the SSS program from Butte Community College. The meetings are hosted each semester by a different program so good working relationships can be fostered. Collaboration efforts have been discussed regarding the issues of TRiO and the TRiO community.

III. Changes in Policies and Procedures

- **First Year Experience** - In the first 4 year cycle of the Student Support Services grant (2001-2005), 160 students were admitted to the program per year when in reality, 160 students were to be admitted **in total**. This resulted in too many students being in the program. At the direction of the federal Program Officer assigned to our grant, SSS will not be admitting large numbers of first year students until our numbers reach acceptable levels. This will likely take 3 or 4 years and has made the existence of a First Year Experience program within the grant inappropriate. The position that coordinates the First Year Experience and the Paraprofessional staff have been transferred over to the state side.

IV. Resources Summary

Staffing:

- **New Position** – Because there is no longer a focus on first year students within the SSS program, an Academic Counselor was hired to work with continuing SSS students. There are no longer any Paraprofessional Advisors housed under the grant.

Facilities/Equipment:

- Due to extended vacancies within the grant (SSS Coordinator position was vacant for almost one full year; SSS Advisor position was vacant for several months), there was quite a bit of money leftover at the end of the 2005-2006 grant year. Federal guidelines advise that a minimum amount of money be carried over. \$30,000 was spent on equipment. A summary of what was purchased follows: 21 laptops, 20 graphing calculators, 4 digital cameras, a laminator, a fax machine, a label maker. All of these items are available for loan out to SSS students.

V. Program Evaluation for Past Year**Primary Goals**

1. Persistence: 85% of eligible participants will persist to the second year.

Of the 40 SSS first year students who were enrolled during the 2005-2006 year, 40 of them returned for their second year (100% persistence).

2. Good Academic Standing: 80% of eligible participants will meet academic performance levels required to stay in good academic standing at the grantee institution.

Of the 406 2006-2007 program participants, 352 or 86.7%% of them remained in good academic standing (GPA above 2.0) by the end of the academic year.

3. Graduation: Raise each SSS cohort to a graduation rate equal to that of the University. The four-year graduation rate to 13%, fifth-year to 40%, and sixth-year to 51%.

Of the 160 program participants in cohort 1 (admitted fall 2001), 12 (7.5%) of them graduated within four years, 49 (30.1%) graduated within five years, and 69 (43%) graduated within six years. Of the 160 program participants in cohort 2 (admitted fall 2002), 6 (4%) graduated within four years, and 21 (13%) graduated within five years. Of the 160 program participants in cohort 3 (admitted fall 2003), 10 (6%) graduated within four years. The above graduation rates for cohorts 1, 2, and 3 are baseline data for the program.

The staff will continue to work towards raising the graduation rates of SSS students that is equal to that of the University.

4. Administration: 100% compliance with the administrative requirements – including record keeping, reporting, and financial accountability.

Annual Objectives 2006-2007

1. A coordinator for the SSS program will be hired! (Strategic priority 2)

Met – Caren Fernandez was hired and started in September 2007. This might not seem like a major accomplishment but the position was vacant for over a year!

2. The SSS staff will develop a system of accountability to ensure that the objectives of the grant are being met. (Strategic priorities 4, 5)

Unfinished – Due to prolonged staff vacancies within the program (Coordinator position was vacant for over a year, Academic Counselor position was vacant for almost 4 months), the SSS staff is still in the process of creating a system that will ensure the objectives of the grant are being met. The staff will continue to document advising meeting notes and program activities.

3. The staff will complete a program manual for SSS. (Strategic priorities 2 and 5)

Unfinished – The staff has started developing a program manual for SSS. As new programs/initiatives are created, more sections have been added to the manual. The manual should be relatively complete by the end of 2007-2008.

VI. Ongoing Assessment Efforts

See responses under “Primary Goals”.

VII. Analysis: What actions need to occur to move to the “next level”?

- EOP needs to complete a successful search and hiring of an Analyst/Programmer. This position is critical to the effective operation of EOP, SSS, and the SLC. The original Analyst/Programmer customized the Student Access database system to meet Annual Progress Report (APR) needs. We may have to examine ways to simplify our data collection and interpretation needs in the future.
- SSS needs to identify learning outcomes for program offerings and how to measure those outcomes.

- Now that the SSS staff is finally complete, EOP and SSS need to determine how they will effectively serve students without duplicating program offerings.
- SSS plans to increase student contacts through mandatory meeting requirements with one of the two staff members.
- SSS needs to increase the program's visibility on campus by getting involved with various campus organizations and committees.
- Finally, SSS would like to implement a community service project each semester through an SSS Student Advisory Board.

VIII. Goals for the next academic year

Annual Objectives 2007-2008

1. SSS will update participants' files to follow federal guidelines. (Strategic priority 5)
2. SSS will create a Student Advisory Board and implement a mentor program. (Strategic priorities 1, 4, and 5)
3. SSS will create guidelines to implement an incentive program for SSS supplemental grant aid (Strategic priorities 1, 4, and 5)