

**ANNUAL REPORT  
OF GOALS AND  
MEASURES  
2007-2008**

**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

- Expanded the EOP Course Link from one to two semesters
- Implementation of an English Component into the Summer Bridge Program
- Utilized community food vendors as a way of saving costs for the Summer Bridge Program
- Met the demands of an early Admissions deadline
- In partnership with the AS Bookstore, created a new Book Scholarship for needy upper division students
- Increased diversity in both student and staff hires
- Improved staff morale and cohesion

#### Highlights:

- Expanded the **EOP Course link** – We noticed a drop off in academic performance and student contact after the first semester when all of our students were enrolled in UNIV 102. With the addition of UNIV 198 (EOP spring orientation class), we were able to continue meeting weekly with first year students throughout the entire academic year. This allowed for us to become aware sooner if students were experiencing difficulties with their schooling or personal lives.
- Implementation of an **English Component in Summer Bridge** – For the past several years, we had noticed a downward trend in the academic performance of our students in ENGL 130. In fall 2004, 19% of the first year EOP students did not pass ENGL 130; in fall 2005, 21%; in fall 2006, 30%. EOP staff collaborated with ENGL 130 instructors (who had also noted similar trends) to develop a series of intense English workshops during the 2007 Summer Bridge program. Only those students who were exceptional admits or had not passed the English Placement Test were invited (required) to participate in Summer Bridge. A preliminary examination indicates that the implementation of an English component during Summer Bridge was successful. Summer Bridge participants actually performed better in ENGL 130 (79% passed) than non Bridge

EOP admits who were Regular admits and had passed the English Placement Test (76%).

- **Met the demands of an early Admission deadline** – When the University changed their Admissions deadline to an earlier date, EOP staff, in collaboration with Admissions staff, had to revamp our admissions process, and involve all of the EOP advisors in reviewing files. Now that we have gone through this process, we look forward to fine tuning it in the future.

### III. Changes in Policies and Procedures

- **Summer Bridge** – With the implementation of the English Component in Summer Bridge, only those students who were exceptional admits or had not passed the English Placement Test were invited (required) to participate in Summer Bridge. For budgetary reasons, EOP sought donations from community food vendors as a cost savings during Summer Bridge. In the past, all food was purchased through AS Food Services.
- **Admissions** – When the University moved to an earlier Admissions deadline, EOP did, too. All EOP Advisors were involved in reviewing files. EOP required only the EOP application and one letter of recommendation before a file was considered complete and ready for review by an EOP staff member.
- **First Year Experience** – The First Year Experience was expanded to a truly first year program. In the past, student started with Summer Bridge, took UNIV 102 and then had less contact with the program in the spring. With the addition of UNIV 198, first year students have more contact with EOP staff and more opportunities for early detection of a problem.

#### Staffing:

- Educational Data and Technology Specialist hire – Filling this position was a major concern because we are so dependent on technical support for our admissions and advising, as well as our SSS Annual Progress Report and TutorTrac for the SLC. In addition, we were looking for a unique combination of technical and people skills because this position also provides technical support to the individual staff. We are very pleased with the hiring of Thang Ho.
- EOP Advisor hire – An advisor position became vacant in September. We were thrilled to hire Tara Dale Sanders as part of our team.
- Diversity of Paraprofessional Advisors – EOP programs, even more so than college in general, tend to be female dominant. It is often difficult to find an equal number of male paraprofessionals to match the number of female paraprofessionals (there are 8 paraprofessionals in total). In past years, EOP may have only had one male paraprofessional. For 2007-2008, we had 3 males (2 Latino, 1 African-American) and 5 females (1

Hmong, 2 Latina, 1 African-American, 1 Pacific Islander). This is one of the most diverse Paraprofessional Advising staff EOP has ever had.

Facilities/Equipment:

- EOP has recently moved into the new Student Services Center, along with the Student Support Services program. The Student Learning Center is housed right next door. This will allow for better integration between all of the staff and programs under the EOP umbrella. In addition, the EOP reception area is larger and two more computers were added to the Computer Lab.
- EOP finally has access to a Conference Room. In the past, we utilized the one reserved through the Counseling Center and upstairs in the Library. The room in 144 did not have a conference table and the one upstairs in the library did not have walls that went all the way to the ceiling. The Library staff was not pleased every time we had a meeting over there. We finally ended up in the Faculty/Staff Dining Room, where we had temperature difficulties. We are really looking forward to having a mediated conference room better suited to the needs of the staff.

#### **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 2007-2008

1. EOP will re-evaluate its Admissions process and implement needed changes to streamline the process. (Strategic priorities 2, 3, 4, 5)

Met – EOP Admissions changed the system for application processing for the fall 2008 cycle. We required only the EOP application and one letter of recommendation to make the file ready to review.

We continued with the online (paperless review process) for EOP Admissions. Each reviewer had individual access to the database. Vikki Bass in Admissions was also given access to review files online. EOP recently hired an Analyst/Programmer who facilitated rapid response to office needs and priority changes. We separated individual parts of the application which eliminated the need to append all documents to one file. This saved a huge amount of time. We utilized the entire EOP advising staff in the review of Regularly Admitted freshmen.

We prioritized the review of Special Admit files to meet a March 1<sup>st</sup> deadline in collaboration with the Admissions Office. We instituted a March 15<sup>th</sup> deadline for all Freshman applicants to EOP. We instituted an April 18<sup>th</sup> deadline for all Transfer applicants to EOP, which mirrored the Admissions Office deadline. Our goal is to have the same schedule as the university next year.

2. EOP will begin to formally articulate learning outcomes for its program offerings. (Strategic priorities 1, 2, 3, 4, 5, 6)

In Process – EOP staff began the process of identifying learning outcomes for its program offerings. The majority of the evaluations and surveys that have been administered in the past have primarily been usage statistics or satisfaction surveys. For the first time, we re-vamped the UNIV 102 course evaluation to specifically address some of the expected learning outcomes of the course. In addition, UNIV 102 (EOP fall orientation class) students have been assigned reflection papers at the end of the first semester, utilizing letters they had written to themselves during Summer Bridge. For the first time, an assessment was conducted to see if they had met some of the learning objectives of the first year experience. (See results under Assessment section.)

Next fall, EOP plans to survey all first year students who completed UNIV 102 and UNIV 198 (EOP spring orientation class) to see if, after one year, students are more willing to seek out help, utilize campus resources, and are more confident with their ability to be successful as college students.

3. EOP will identify and implement program offerings that strengthen the First Year Experience. (Strategic priorities 1, 2, 4, and 5)

Met - EOP added a four unit course link to the spring semester for our EOP first year students. The course link includes MCGS 155 and UNIV 198. In the past, MCGS 155 was part of the fall course link. For those EOP students who had to take remedial math, their course load could be as high as 17 units. This year's change made the fall course load more reasonable, as well as provided a course link opportunity and increased contact with first year students in the spring. EOP also implemented a community service component as part of the UNIV 198 class, giving students an opportunity to do volunteer work and/or make donations to local charities.

## V. Ongoing Assessment Efforts

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

Admissions Category	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Freshmen Exception	62	55	60	49	58
Freshmen Regular	134	107	147	153	133
Transfer Exception	3	2	0	0	0
Transfer Regular	65	66	60	70	69
Transfer Regular "S"	11	0	0	0	0
Total	275	230	267	272	260

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

Admissions Category	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Freshmen Exception	6	8	6	3	4
Freshmen Regular	6	2	11	6	13
Transfer Exception	1	0	0	0	0
Transfer Regular	1	3	1	0	0
Transfer Regular "S"	0	0	0	0	0
Total	16	11	17	9	17

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

Ethnicity	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	EXC	REG	EXC	REG	EXC	REG	EXC	REG	EXC	REG
African American	10	29	16	9	13	19	15	13	12	14
American Indian	0	9	1	4	0	6	1	3	1	2
Asian American	7	49	5	48	8	45	5	51	6	51
Filipino	0	3	1	3	1	3	0	0	1	0
Mexican American	38	64	32	49	22	76	22	58	34	65
Other Latino	5	18	3	6	5	12	2	8	4	19
Pacific Islander	0	0	0	0	1	1	0	0	2	2
White/Non-Latino	6	45	4	35	2	28	6	17	0	17
Unknown	6	15	3	22	14	28	1	9	2	45
Totals	72	219	65	176	66	218	52	159	62	215

**Persistence Data for Freshmen (Primary Goal 2)**

<b>Cohort: Fall 2003</b>		<b>All EOP Freshmen</b>	
	Total enrolled	% persistence	
Fall 2003	209		
Spring 2004	205	98%	
Fall 2004	184	88%	
Spring 2005	182	87%	
Fall 2005	156	75%	
Spring 2006	155	74%	
Fall 2006	139	67%	
Spring 2007	131	63%	
Fall 2007	109	52%	
Spring 2008	100	48%	

<b>Cohort: Fall 2004</b>		<b>All EOP Freshmen</b>	
	Total enrolled	% persistence	
Fall 2004	170		
Spring 2005	169	99%	
Fall 2005	144	85%	
Spring 2006	136	80%	
Fall 2006	118	69%	
Spring 2007	116	68%	
Fall 2007	100	59%	
Spring 2008	98	58%	

<b>Cohort: Fall 2005</b>		<b>All EOP Freshmen</b>	
	Total enrolled	% persistence	
Fall 2005	224		
Spring 2006	196	88%	
Fall 2006	175	78%	
Spring 2007	167	75%	
Fall 2007	148	66%	
Spring 2008	147	66%	

<b>Cohort: Fall 2006</b>		<b>All EOP Freshmen</b>	
	Total enrolled	% persistence	
Fall 2006	211		
Spring 2007	203	96%	
Fall 2007	172	82%	
Spring 2008	164	78%	

<b>Cohort: Fall 2007</b>		<b>All EOP Freshmen</b>	
	Total enrolled	% persistence	
Fall 2007	208		
Spring 2008	199	96%	

**EOP Total Student Enrollment Ethnicity (Primary Goal 3)**

Ethnicity	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
African American	151	136	123	122	100
American Indian	34	40	19	17	15
Asian American	223	242	243	268	278
Filipino	9	11	13	11	10
Mexican American	443	433	419	439	444
Other Latino	62	62	47	62	75
Pacific Islander	6	3	4	3	6
Unknown	93	78	96	91	76
White\Non-Latino	183	165	161	160	167
Total	1204	1170	1125	1173	1171

**Total EOP Students by GPA (Primary Goal 2)**

GPA	Spring 2004		Spring 2005		Spring 2006		Spring 2007		Spring 2008	
	#	%	#	%	#	%	#	%	#	%
3.5 +	94	8	82	7	79	8	98	9	106	10
3.0 to 3.49	226	19	194	17	191	18	198	18	203	18
2.5 to 2.99	281	24	304	27	301	29	297	29	315	28
2.0 to 2.49	317	27	334	30	314	30	327	30	311	28
1.99 & below	242	21	206	18	162	16	177	16	180	16
Total	1160		1120		1047		1097		1115	

**Total EOP Students by Class Level (Primary Goal 2)**

	Spring 2004		Spring 2005		Spring 2006		Spring 2007		Spring 2008	
	#	%	#	%	#	%	#	%	#	%
Freshmen	233	20	225	20	224	21	250	23	243	22
Sophomore	204	18	229	20	176	19	260	24	216	19
Junior	263	23	233	21	258	25	400	37	234	21
Senior	460	40	433	39	389	37	187	17	422	38
Total	1160		1120		1047		1097		1115	

**Learning Outcomes**

- EOP re-vamped the UNIV 102 course evaluation to specifically address some of the expected learning outcomes of the course. Seventy-eight percent of the students completed the course evaluation (142/183). The student responses to those items that apply directly to learning outcomes are below:

Course assignments contribute to learning.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1%	4%	23%	54%	20%
2	6	33	76	29

I have learned more about myself because of this class.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4%	6%	28%	42%	23%
5	8	40	60	33

I have learned about campus resources because of this class.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1%	3%	12%	51%	35%
2	4	17	72	50

I have met new people because of this class.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2%	1%	13%	42%	44%
3	2	19	60	62

- In addition, UNIV 102 (EOP fall orientation class) students have been assigned reflection papers at the end of the first semester, incorporating letters they had written to themselves during Summer Bridge. For the first time, a qualitative assessment was conducted to see if students had met some of the learning objectives of the EOP First Year Experience. Fifty-two percent (77/149) of the students who participated in both Summer Bridge and UNIV 102 had their reflection papers reviewed. The results are below:

Identified personal motivation and/or goals for college	95%
Identified inner strengths	55%
Demonstrated an understanding and a utilization of strategies critical to academic success	77%
Identified a sense of trust and community with peers and campus personnel	47%
Stated a sense of personal responsibility for their own future	68%
Demonstrated an understanding and a utilization of resources available to them in college	48%

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

- EOP needs a more accessible system for accessing student information and data collection. With the hiring of Thang Ho, our Educational Data and Technology Specialist, EOP is moving in that direction. A new and better database system should be completed soon.

- EOP needs to continue identifying learning outcomes for program offerings, how to measure those outcomes, and better utilize this information to improve our service delivery.
- The website continues to be a problem. With the move to the new Student Services Center taking up so much staff time, we were not able to focus on updating the EOP, SSS, or SLC web pages.
- EOP made great progress with the implementation of the English Component in Summer Bridge and the expansion of the First Year Experience Program. Significant budget cuts in the future may hamper our progress in these areas.

## **VII. Goals for the next academic year**

### **Annual Objectives 2008-2009**

- 1, EOP will continue to offer quality advising services to our EOP students even though we will have fewer advising hours available for career and student staff to meet with students. (Strategic priorities 1, 2, 3, 4, 5, 6)
2. EOP will continue to revise the EOP Admission Process so that potential EOP admits are notified sooner on whether they will be admitted through EOP. (Strategic priorities 2, 4, 5, 6)
3. EOP and SSS will continue to collaborate on how they will effectively serve students without duplicating program offerings. (Strategic priorities 1, 2, 3, 4, 5, 6)
4. EOP will update the EOP Website to make it more user friendly and informative for potential and current students. (Strategic priorities 2, 4, 5, 6)
5. EOP will develop and provide “Life After Graduation” workshops in collaboration with the Career Center. (Strategic priorities 1, 2, 3, 4, 5)

### **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

- Implementation of a Health Series Component
- Successful Technology Loan Program
- Megan Kurtz, SSS Academic Coordinator, selected to participate as a team counselor at the 19<sup>th</sup> Annual National Student Leadership Conference in Washington, D.C.
- Implementation of SSS grant aid as an incentive program
- Creation of a Book Loan-out Program

### Highlights:

- Spring 2008, SSS implemented a **Health Series Component**. The series focused on academic, emotional, and physical health. The academic health component required SSS students to participate in library hours, meet with each professor, and meet with an SSS advisor to discuss their class work, academic standing, and financial aid. For the emotional health component, the SSS students were required to attend four Wellness Workshops that were provided by the Wellness Center. Finally, for the physical health component, the students met with an intern from the Nutrition Department to review body fat, weight and/or meal plans. They also participated in weekly organized workouts with Fleet Feet and the SSS Academic Coordinator.
- As mentioned in last year's annual report, a **lap-top/technology loan-out** program was created last fall. Program participants are allowed to check-out various technology items for educational purposes. Over 10% of all SSS students took advantage of this service in 2007-2008. The inventory included laptops, digital cameras, a video camera, scientific calculators, voice recorders, and a projector. We anticipate usage will increase as participants become more aware of the availability of this service.
- The **Book Loan-out Program** was developed as a resource for students who plan to apply to graduate school and career exploration. The library of books includes graduate school test preparation, resume writing, interviewing, and cover letter writing

## III. Changes in Policies and Procedures

- Each year, the SSS Program distributes approximately \$30,000 in grant aid to first and second year students. In the past, this allocation was

based solely on financial need. This year, we created an **Incentive Program** to provide tangible recognition for active participants in SSS who improved their grades, participated in leadership activities and became involved in the community. Each semester, first and second year SSS participants are eligible to receive up to \$500 of grant aid. Continuing participants are eligible to receive tangible items such as jump drives, digital cameras, and ipods. In order to receive the grant aid or incentive items, participants are required to improve and/or maintain their GPA, attend a workshop provided by the Student Learning Center, meet with an SSS staff member on a monthly basis, and participate in a cultural activity.

#### **IV. Resources Summary**

##### Staffing:

- Upgraded Position – The SSS Grant Coordinator’s responsibility and title was upgraded to Associate Director.
- Peer Advisor - This year, SSS also hired a student assistant to serve as a peer advisor as well assist with program activities.

##### Facilities/Equipment:

- Prior to the end of the SSS fiscal year (August 31, 2008), new equipment will be purchased to update the computer lab, which includes 5 new computers and two printers.
- SSS has recently moved into the new Student Services Center. It continues to be housed within EOP but now has its own “wing” within the office. This will enable SSS to provide better services to students.

#### **V. Program Evaluation for Past Year**

##### **Primary Goals**

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

Of the 22 SSS first year students who were enrolled during the 2006-2007 year, 22 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 400 2007-2008 program participants, 359 or 89%% 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%.

<b>Cohort: Admitted Fall 2002</b>	<b>Graduated</b>	<b>Persistence/Grad Rate</b>
<i>160 admitted</i>		
Still Enrolled	38	24%
Grad 4 years	8	5%
Grad 5 years	24	15%
Grad 6 years	15	9%
Total Graduated	47	29%
Total Persistence	85	53%

<b>Cohort: Admitted Fall 2003</b>	<b>Graduated</b>	<b>Persistence/Grad Rate</b>
<i>160 admitted</i>		
Still Enrolled	102	64%
Grad 4 years	12	8%
Grad 5 years	19	12%
Total Graduated	31	19%
Total Persistence	133	83%

<b>Cohort: Admitted Fall 2004</b>	<b>Graduated</b>	<b>Persistence/Grad Rate</b>
<i>100 admitted</i>		
Still Enrolled	72	72%
Grad 4 years	4	4%
Total Graduated	4	4%
Total Persistence	76	76%

The above graduation rates 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 2007-2008**

1. Update participants' files to follow federal guidelines. (Primary Goal 1)  
Met – All files were updated with Academic Planning Map and required files.
2. Start SSS student advisory board and implement mentor program. (Primary Goal 1)

In Process –The staff met the goal, but there was a lack of follow-through with the students. In 2008 – 2009, we will restructure the EOP/SSS Honor Society and the SSS Advisory Board by combining the two organizations.

3. Create guidelines and implement SSS supplemental grant aid and incentive grant aid. (Primary Goal 2)

Met – Guidelines were created and the students were able to receive their SSS grant aid and incentives in a timely manner.

## **VI. Ongoing Assessment Efforts**

See responses under “Primary Goals”.

### Other Assessments

1. For the first time, Student Voice was used to assess the effectiveness of a cultural activity. There were a total of 14 students who attended a trip to the Ashland, Oregon Shakespeare Festival. Within a week of the trip, the students who attended were sent an assessment via email. The students were given a week to finish the assessment. Of the 14 students who attended the trip, four responded. Another attempt was done, but no students responded.

To ensure that students will respond to future assessments, their responses will be tied to the Grant Aid Incentive Program and/or their participation in future cultural activities.

2. Needs assessment was administered to all participants who were accepted into SSS for the 2007-2008 academic year. The assessment process evaluated the students’ learning styles, academic skills, and study habits. It also included individual student interviews, transcripts, standardized test scores, and personal assessments. The information collected was used to develop a specific educational plan called the Academic Action Plan (AAP) for each student. All new SSS students will receive these assessments in the future.

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

- Student Support Services will need to be refunded. SSS is at the end of its third year of a four-year grant cycle. The SSS staff is currently working on the grant application for 2009-2013 that is tentatively due October 2008.
- SSS needs to continue to identify learning outcomes for program offerings and how to measure those outcomes.

- EOP and SSS need to continue working together to determine how they will effectively serve students without duplicating program offerings.
- SSS would still like to implement a community service project each semester through the SSS Student Advisory Board. A successful restructuring of the Advisory Board will be needed before this can happen.

### **VIII. Goals for the next academic year**

#### **Annual Objectives 2008-2009**

1. Implement Freshmen Orientation Concentrating on University Success (FOCUS) – this is a summer residential program for prospective SSS students. (Strategic priorities 1, 3, 4, 5)
2. SSS will implement a book loan program for the major General Education courses. (Strategic priorities 1, 4, 5, 6)
3. A Graduate School Workshops Series will be held for juniors and seniors who are interested in graduate school. (Strategic priorities 1, 2, 4)