ANNUAL REPORT
OF GOALS AND
MEASURES
2014-2015

Early Outreach and Support Programs

Educational Opportunity Program
Foster Youth Program
Student Learning Center
TRiO
  Educational Talent Search and
  MESA Schools Program
Student Support Services
Upward Bound Projects

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

- Expansion of the Summer Bridge program
- Enhanced services for second year and upper division students.
- Educated the campus community about EOP
- Met our target numbers for Summer Bridge participants and EOP admits even as the number of EOP applicants continues to go up
- Improved upon first year/EOP Course Link components
- Established a mentoring program focusing on male EOP students
- Enhanced our partnership with Craig Hall as a residential housing option for EOP students and other CSU, Chico low income students

Highlights:

- **Expanded EOP Summer Bridge** – Summer Bridge partnered with the Chico Student Success Center to bring in a total of 197 first year admits. This is the second year for the expanded version of Summer Bridge. The program has been expanded from one to two weeks, with math and study skills components being added. A total of 177 students participated in the math component to satisfy their Early Start requirements for math. Of the 177 math participants, 83 scored high enough with the ELM score to move up to the next level of math or satisfy the Early Start remedial math requirement completely.

- **Enhanced services for second year and upper division students** – EOP provided enhanced services for second year students whose GPA fell above 2.5. Students were invited to attend a fall orientation and a number of workshops throughout the fall and spring semesters. Students were also asked to meet with an EOP Intern Advisor on a regular basis. Students received a monthly newsletter reminding them of important dates and deadlines as well as upcoming events.

- **Educated faculty, staff and administrators about EOP services and accomplishments** – EOP Advising staff attended department meetings to share information on the history, goals and services that EOP provides for our students.
• **Established a mentoring program focusing on male EOP students (The EOP Brotherhood)** – The purpose of The EOP Brotherhood was to increase the graduation and retention rates for our low-income, first generation EOP male students. EOP male students gained valuable skills by being paired with mentors who are CSU faculty, staff and local business/community professionals. These skills include learning about the value of pursuing an advanced degree and guidance towards career preparation.

• **Partnership with Craig Hall Living Complex** – For the past few years, Craig Hall has given our EOP students a housing discount, making it a lot more affordable for our incoming freshmen. This year Craig Hall has decided to extend the EOP discount to other CSU, Chico programs that work with first generation college students.

III. **Changes in Policies and Procedures**

• **Admissions** – Due to the large number of applications for the past few admissions cycles, we continue to rank applications for EOP eligibility, with our service area students and students involved with TRiO or other support programs receiving priority. We will also start taking a closer look at Expected Family Contribution (EFC) to help determine eligibility.

• **Summer Bridge** – We are now into the second year of the expanded Chico State Summer Bridge program. With additional funds from the Chancellor’s Office we have increased Summer Bridge to two weeks and have increased the number of participants by 25%. In addition, we have added a math component which allows students to satisfy the Early Start requirements for both English and Math. Summer Bridge evaluations have been modified to help with reports that are now requested by the Chancellor’s Office. All data and program highlights are recorded on TaskStream.

• **Partnership with Craig Hall Living Complex** – For the past few years, Craig Hall has given our EOP students a housing discount, making it a more affordable option for our incoming freshmen. This year Craig Hall has decided to extend the EOP discount to other CSU, Chico programs that work with first generation college students.

IV. **Resources Summary**

**Budget Summary:**

- EOP budget allocation for 2014-2015 ($988,376)
  - (no rollover from 2013-2014)
- Other one-time reimbursements (VPSA, etc.) 12,804
- Work Study allocation for 2014-2015 (includes SLC) 80,000
• Additional Work Study 10,000
• Total allocation 1,091,180
• Annual Expense – EOP (914,796)
• Unused Work Study (3)
• Annual Expense – Summer Bridge (2014) (151,029)
• Projected Rollover Balance $25,352

Staffing:

• Paraprofessional Advisors and EOP Interns – We are serving more students than ever within EOP. This past year, we added two more Paraprofessional and another Intern to absorb some of the increasing numbers. EOP programs, even more so than college communities in general, tend to be female dominant. It is often difficult to find an equal number of male student staff to match the number of female student staff. For the first time in many years, the 2014-2015 academic year was an exception. There were three female Parapros and five males; EOP Interns were two females and one male.
• An RA in the Craig Hall complex will be on the EOP student payroll for a few hours per week. The RA will attend Parapro meetings and meet with the EOP advising staff on a regular basis to discuss programming for EOP students living in Craig Hall. At this time it has not been determined who will be our EOP Liaison during the 2015-2016 academic year.
• Marcellus Brookshaw received a transfer from the Admissions Office to EOP. His appointment started on July 1, 2014. This has provided us with a little more flexibility for our EOP advising team. Marcellus will be able to help with our student advising load and provide support with a number of other EOP components, such as workshops, First Year Experience, and Admissions.
• During weekly staff meetings, the EOP Advising Staff have been sharing information on their respective job duties in preparation for the retirement of the EOP Associate Director at the end of the year.

Facilities/Equipment:

• Reserving facilities continues to be a source of frustration for staff. We are not able to get timely responses to our requests for facilities for some of our major programs (i.e., Career Information Fair, Graduation Celebration, Summer Bridge). Many times, we do not know what the charges will be or what facility we will be able to use until the last minute.
• Our office currently houses three programs: EOP, SSS, and FYP. As our programs grow, so does our need for more space. We are currently using an office in the SLC as a storage space. That is a temporary solution. Due to the nature of our work, which involves sharing confidential
information with students, we must look at other alternatives to satisfy our space needs.

V. 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 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 2014-2015

1. EOP will meet with all continuing students who are on academic probation and post their Academic Plan of Action (APA) on Advisor. (Strategic priorities 1, 2, 3, 4, 5)

   Met/Ongoing – EOP advisors sent out an email request to all students who are currently on academic probation. Students who chose not to respond were placed on hold so that they would not be able to register for classes. We are currently placing their Academic Plan on the ADVISOR session link. We are still working on developing a link for academic probation information only (APA)

2. With the addition of an EOP Advisor our FYE Coordinator will spend more time developing and working on programming for our EOP/FYE component. (Strategic priorities 1, 2, 3, 4, 5)
Met – Our FYE Coordinator has taken over all responsibilities for the EOP/FYE Component and will go back to a 12 month assignment this academic year.

3. EOP will build upon our efforts to educate the university about EOP students and the services that EOP provides. (Strategic priorities 1, 2, 3, 4, 6)

Met/Ongoing – EOP advising staff met with deans, chairs, and faculty members from all of the CSU, Chico colleges to share information about EOP history, goals, and services.

4. EOP will develop a series of workshops geared toward helping upper division students prepare for Life After College. (Strategic priorities 1, 2, 3, 4, 5, 6)

Met/Ongoing – Numerous workshops were offered throughout the fall and spring semesters which focused on the needs of upper division students. Dress for Success, Graduate School Preparation, Finding a Mentor, and Internships 101 are just some of the many workshops presented by our EOP staff this past academic year.

VI. Ongoing Assessment Efforts

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

<table>
<thead>
<tr>
<th>Admissions Category</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen Exception</td>
<td>60</td>
<td>58</td>
<td>46</td>
<td>34</td>
<td>32</td>
</tr>
<tr>
<td>Freshmen Regular</td>
<td>149</td>
<td>176</td>
<td>168</td>
<td>172</td>
<td>179</td>
</tr>
<tr>
<td>Transfer Exception</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Transfer Regular</td>
<td>42</td>
<td>59</td>
<td>58</td>
<td>51</td>
<td>55</td>
</tr>
<tr>
<td>Transfer Regular “S”</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>251</td>
<td>293</td>
<td>272</td>
<td>257</td>
<td>266</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Admissions Category</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen Exception</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Freshmen Regular</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Transfer Exception</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Transfer Regular</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Transfer Regular “S”</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>
### EOP Ethnicity Of Enrolled Admits – Fall Semesters (Primary Goal 3)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EXC</td>
<td>REG</td>
<td>EXC</td>
<td>REG</td>
<td>EXC</td>
</tr>
<tr>
<td>African American</td>
<td>5</td>
<td>7</td>
<td>12</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Asian American</td>
<td>8</td>
<td>60</td>
<td>9</td>
<td>48</td>
<td>8</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mexican American</td>
<td>37</td>
<td>88</td>
<td>34</td>
<td>125</td>
<td>27</td>
</tr>
<tr>
<td>Other Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>White/Non-Latino</td>
<td>6</td>
<td>24</td>
<td>0</td>
<td>26</td>
<td>2</td>
</tr>
<tr>
<td>2 or More Ethnicities</td>
<td>5</td>
<td>7</td>
<td>2</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>197</td>
<td>58</td>
<td>239</td>
<td>49</td>
</tr>
</tbody>
</table>

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

#### Cohort: Fall 2010

<table>
<thead>
<tr>
<th>All EOP Freshmen</th>
<th>Total enrolled</th>
<th>% persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2010</td>
<td>215</td>
</tr>
<tr>
<td></td>
<td>Spring 2011</td>
<td>210</td>
</tr>
<tr>
<td></td>
<td>Fall 2011</td>
<td>198</td>
</tr>
<tr>
<td></td>
<td>Spring 2012</td>
<td>193</td>
</tr>
<tr>
<td></td>
<td>Fall 2012</td>
<td>185</td>
</tr>
<tr>
<td></td>
<td>Spring 2013</td>
<td>182</td>
</tr>
<tr>
<td></td>
<td>Fall 2013</td>
<td>179</td>
</tr>
<tr>
<td></td>
<td>Spring 2014</td>
<td>176</td>
</tr>
<tr>
<td></td>
<td>Fall 2014</td>
<td>154</td>
</tr>
<tr>
<td></td>
<td>Spring 2015</td>
<td>136</td>
</tr>
</tbody>
</table>

#### Cohort: Fall 2011

<table>
<thead>
<tr>
<th>All EOP Freshmen</th>
<th>Total enrolled</th>
<th>% persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2011</td>
<td>238</td>
</tr>
<tr>
<td></td>
<td>Spring 2012</td>
<td>234</td>
</tr>
<tr>
<td></td>
<td>Fall 2012</td>
<td>213</td>
</tr>
<tr>
<td></td>
<td>Spring 2013</td>
<td>207</td>
</tr>
<tr>
<td></td>
<td>Fall 2013</td>
<td>191</td>
</tr>
<tr>
<td></td>
<td>Spring 2014</td>
<td>185</td>
</tr>
<tr>
<td></td>
<td>Fall 2014</td>
<td>176</td>
</tr>
<tr>
<td></td>
<td>Spring 2015</td>
<td>168</td>
</tr>
</tbody>
</table>

#### Cohort: Fall 2012

<table>
<thead>
<tr>
<th>All EOP Freshmen</th>
<th>Total enrolled</th>
<th>% persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2012</td>
<td>218</td>
</tr>
<tr>
<td></td>
<td>Spring 2013</td>
<td>213</td>
</tr>
<tr>
<td></td>
<td>Fall 2013</td>
<td>195</td>
</tr>
<tr>
<td></td>
<td>Spring 2014</td>
<td>193</td>
</tr>
<tr>
<td></td>
<td>Fall 2014</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>Spring 2015</td>
<td>170</td>
</tr>
</tbody>
</table>
### Cohort: Fall 2013  
**All EOP Freshmen**

<table>
<thead>
<tr>
<th></th>
<th>Total enrolled</th>
<th>% persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>211</td>
<td></td>
</tr>
<tr>
<td>Spring 2014</td>
<td>208</td>
<td>97%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>195</td>
<td>92%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>191</td>
<td>91%</td>
</tr>
</tbody>
</table>

### Cohort: Fall 2014  
**All EOP Freshmen**

<table>
<thead>
<tr>
<th></th>
<th>Total enrolled</th>
<th>% persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>214</td>
<td></td>
</tr>
<tr>
<td>Spring 2015</td>
<td>210</td>
<td>98%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>86</td>
<td>90</td>
<td>101</td>
<td>92</td>
<td>93</td>
</tr>
<tr>
<td>American Indian</td>
<td>18</td>
<td>17</td>
<td>5</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Asian American</td>
<td>276</td>
<td>277</td>
<td>288</td>
<td>275</td>
<td>263</td>
</tr>
<tr>
<td>Filipino</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mexican American</td>
<td>463</td>
<td>518</td>
<td>555</td>
<td>672</td>
<td>691</td>
</tr>
<tr>
<td>Other Latino</td>
<td>19</td>
<td>16</td>
<td>44</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Unknown</td>
<td>34</td>
<td>28</td>
<td>30</td>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td>White/Non-Latino</td>
<td>127</td>
<td>125</td>
<td>122</td>
<td>119</td>
<td>123</td>
</tr>
<tr>
<td>2 or More Ethnicities*</td>
<td>45</td>
<td>40</td>
<td>33</td>
<td>36</td>
<td>47</td>
</tr>
<tr>
<td>Total</td>
<td>1078</td>
<td>1118</td>
<td>1183</td>
<td>1241</td>
<td>1259</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>3.5 +</td>
<td>78</td>
<td>8</td>
<td>82</td>
<td>8</td>
<td>106</td>
</tr>
<tr>
<td>3.0 to 3.49</td>
<td>206</td>
<td>20</td>
<td>238</td>
<td>22</td>
<td>272</td>
</tr>
<tr>
<td>2.5 to 2.99</td>
<td>314</td>
<td>31</td>
<td>367</td>
<td>334</td>
<td>378</td>
</tr>
<tr>
<td>2.0 to 2.49</td>
<td>299</td>
<td>29</td>
<td>298</td>
<td>28</td>
<td>316</td>
</tr>
<tr>
<td>1.99 &amp; below</td>
<td>125</td>
<td>12</td>
<td>94</td>
<td>9</td>
<td>94</td>
</tr>
<tr>
<td>Total</td>
<td>1022</td>
<td>100</td>
<td>1079</td>
<td>100</td>
<td>1166</td>
</tr>
</tbody>
</table>

### EOP FTF Students by GPA* (Primary Goal 2)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>3.5 +</td>
<td>19</td>
<td>9</td>
<td>17</td>
<td>7</td>
<td>37</td>
</tr>
<tr>
<td>3.0 to 3.49</td>
<td>59</td>
<td>28</td>
<td>65</td>
<td>28</td>
<td>59</td>
</tr>
<tr>
<td>2.5 to 2.99</td>
<td>65</td>
<td>31</td>
<td>71</td>
<td>30</td>
<td>49</td>
</tr>
<tr>
<td>2.0 to 2.49</td>
<td>43</td>
<td>20</td>
<td>46</td>
<td>20</td>
<td>46</td>
</tr>
<tr>
<td>1.99 &amp; below</td>
<td>24</td>
<td>11</td>
<td>35</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>100</td>
<td>234</td>
<td>100</td>
<td>213</td>
</tr>
</tbody>
</table>

### 2.0 or better

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 or better</td>
<td>89</td>
<td>85</td>
<td>90</td>
<td>87</td>
<td>87</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Note:** This is a new table now being reported for analysis purposes: Spring 2011 cohort participated in a 6-day Summer Bridge program; Spring 2012, 2013, and 2014 cohorts participated in a 7-day Summer Bridge. Spring 2015 cohort participated in an Expanded 12-day Summer Bridge.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Freshmen</td>
<td>237</td>
<td>23</td>
<td>252</td>
<td>23</td>
<td>228</td>
</tr>
<tr>
<td>Sophomore</td>
<td>236</td>
<td>23</td>
<td>228</td>
<td>21</td>
<td>235</td>
</tr>
<tr>
<td>Junior</td>
<td>197</td>
<td>19</td>
<td>258</td>
<td>24</td>
<td>297</td>
</tr>
<tr>
<td>Senior</td>
<td>352</td>
<td>34</td>
<td>341</td>
<td>32</td>
<td>388</td>
</tr>
<tr>
<td>Total</td>
<td>1022</td>
<td>1079</td>
<td>1166</td>
<td>1192</td>
<td>1191</td>
</tr>
</tbody>
</table>

### Computer Lab Usage (Primary Goal 2)

<table>
<thead>
<tr>
<th></th>
<th>Total Students that used Computer Lab at Least Once</th>
<th>Total EOP Students</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>538</td>
<td>1081</td>
<td>49.77</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>457</td>
<td>1026</td>
<td>44.54</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>596</td>
<td>1117</td>
<td>53.36</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>504</td>
<td>1063</td>
<td>47.41</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>749</td>
<td>1207</td>
<td>62.05</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>668</td>
<td>1175</td>
<td>56.85</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>769</td>
<td>1254</td>
<td>61.32</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>740</td>
<td>1204</td>
<td>61.46</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>859</td>
<td>1273</td>
<td>67.48</td>
</tr>
<tr>
<td>Spring 2015**</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Note:** During the Spring 2015 semester, our lab check in system data got corrupted in the Cbord database. We had to replace the check in system and lost all of the data associated with that semester.

### Student Learning Outcomes

**SLO #1 – As a result of participating in the English “Stretch Model”, students should be able to successfully pass ENGL 130.** - This is the fifth year that ENGL 130 was moved to the spring semester. English faculty collaborated with the campus FYE program to create an English “stretch” model for students enrolled in the EOP Course Link for the fall and spring semesters. The first year of this effort was very promising with 95.2% of our students satisfying their English requirement on their first attempt. This past year has also been successful with 92.6% of our first year students passing ENGL 130 on their first attempt.

**SLO #2 – As a result of participating in the “Reality Check 101” series, fewer students will be on academic probation after their first semester** - EOP staff are constantly looking for ways to provide earlier intervention for students having academic difficulty. During the fall semester, students receiving two or more negative progress reports (C- or below) had a “hold” placed on their...
accounts. This hold was not released until they signed up for the “Reality Check 101” workshop. Forty-four students were required to attend the “Reality Check 101” workshop during the fall 2014 semester. This one hour workshop, facilitated by EOP Advisors, was held in the fall and designed to strengthen academic performance and avoid academic probation at the end of the semester. Some of the workshop activities included:

- Helping students reflect on their academic performance
- Identifying what went wrong
- Discussing academic probation (Chico or cumulative GPA below 2.0)
- Discussing reality of disqualification (Chico or cumulative GPA below 1.5 for students with less than 30 units)
- Goal setting by identifying three things the students will change to raise their grades.

Of the 44 students required to attend “Reality Check 101”, all 44 completed the workshop or attended an individual meeting. Twenty-three (52%) avoided academic probation; 21 (47%) finished the fall 2014 semester on academic probation.

SLO #3 – As a result of participating in “Fresh Start”, fewer students will be on academic probation after their first year. – In the past, EOP first year students with below a 2.0 after their first semester were required to attend a series of workshops called “Fresh Start” in the spring. The purpose of “Fresh Start” is to present a structured set of workshops that provide students on academic probation university policy information and an opportunity for personal self-assessment so they can clear their academic standing with the university. Because there continued to be fewer first year students on academic probation after the first semester, we extended the requirement to students with a GPA below 2.2. Students in this category are generally barely making it and it was felt they would benefit from participating in the program. Two hour workshops were held for four weeks and facilitated by EOP Advisors and Paraprofessional Advisors. Workshop activities included:

- Week 1 – Reflection – How did I get here?/AP and DQ information
- Week 2 – Study Skills and Learning Styles
- Week 3 – Navigating Campus Resources
- Week 4 – Goal Setting

In spring 2015, 40 first year students were required to attend “Fresh Start”. Twenty-four (12.1%) were on academic probation (compared to 15% in spring 2014, 11.4% in spring 2013, 13% in spring 2012, 16% in spring 2011, and 20% in spring 2010). Six of the 24 who started the semester on academic probation were disqualified after spring 2015.

SLO #4 – As a result of participating in the Expanded Summer Bridge program, students requiring math remediation will either score high
enough on the ELM to move up to the next level of math or satisfy the Early Start remedial math requirement completely. – This is a brand new SLC as last summer was the first trial of the expanded Summer Bridge program. In 2014, EOP partnered with the Chico Student Success Center to bring in a total of 196 first year admits. A total of 163 students participated in the math component to satisfy their Early Start requirement for math. Of the 163 math participants, 82 scored high enough on the ELM to move up to the next level of math or satisfy the Early Start remedial math requirement completely. This summer, a total of 197 first year students participated in Summer Bridge. Of those, 177 students participated in the math component to satisfy their Early Start requirements for math. Of the 177 math participants, 83 scored high enough on the ELM to move up to the next level of math or satisfy the Early Start remedial math requirement completely.

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

- We need to continue to work with our newest advisor, Marcellus, to help with his professional development. We have an opportunity to provide more resources to those areas that we had to cut back on in the past. Marcellus has made a fairly smooth transition to our program and is now ready to take on additional responsibilities. With the proper training, we look forward to him becoming a valuable asset to our team.

- EOP will need to continue to monitor the impact of a non-GE UNIV 101 course (UNIV 101 is not part of the GE program). EOP students have not always been happy with having to take an “extra” course though our data suggests it is essential to the success of the first year experience. The UNIV 101/ENGL 130 stretch model is a valuable resource for our students.

- EOP will need to continue to collaborate with other units. We will need to continue to collaborate with FYE and English to offer a year-long Course Link for our first year students. We have a commitment from FYE to continue to offer UNIV 101 (which is not part of the GE program) for EOP students. However, knowing how the budget fluctuates, we know this could change at any time. There have been a number of changes with personnel throughout the campus. It will be important for us to spend time building relationships with the new hires that work for the many programs that we collaborate with throughout the school year. We will also need to continue to pay attention to our relationship with Craig Hall. With more first year students choosing to live there than ever before, and a dedicated RA, we have a huge opportunity to positively impact their transition to college life. And lastly, we need to work more closely with the Chico Student Success Center in order to improve our planning for Summer Bridge 2016.
• The Summer Bridge expansion needs to be evaluated. We need to look at the data and feedback that we have and determine what needs to be changed, deleted, added, or improved upon to make our third year more meaningful for our students. We were able to make some changes with our Summer Bridge evaluations this past summer which will be very useful when doing reports for the Chancellor’s Office.

• Space continues to be an issue. Reserving facilities and getting back a response in a timely manner has been a problem. In addition, those responses are generally not coupled with consistent charges. It is very difficult to plan programs months in advance.

• More space issues – This will be the second year that we will have eight Paraprofessionals. We are also serving more students overall and have hired a student receptionist so the three interns can focus on advising continuing student along with the EOP Advisors. With the addition of the Foster Youth Program Coordinator and an additional EOP Advisor, we are busting at the seams. The Foster Youth Program is supposed to have its own office space with a lounge for students. Finding that program a permanent space will alleviate some, but not all, of our space issues.

• We need to continue to provide more resources for our second year students. They will continue to work closely with our student intern staff, and utilize some of the components from our EOP/FYE model. Our Second Year Success Program will receive additional resources this year to focus on social activities and programming.

• We need to continue to be more intentional about educating the campus community on who our students are and the services we provide.

VIII. Goals for the next academic year

Annual Objectives 2015-2016

1. EOP will meet with all continuing students who are on academic probation. (Strategic priorities 1, 2, 3, 4, 5)

2. Our FYE Coordinator will go back to 12 months and will spend more time developing and working on programming for our EOP/FYE component. She will also take over the role as Lead Advisor (Strategic priorities 1, 2, 3, 4, 5).

3. EOP will build upon our efforts to educate the university about EOP students and the services that EOP provides. (Strategic priorities 1, 2, 3, 4, 6)

4. EOP will develop guidelines for EOP admissions purposes so that we will have more control over the number of applicants that we admit into the program. (Strategic priorities 1, 2, 3, 4, 5)
CSU, Chico now offers a comprehensive network program, called PATH Scholars, to support the educational goals of current and former foster youth students. PATH is an acronym for Promoting Achievement Through Hope.

I. Mission Statement
PATH Scholars, in conjunction with the campus Foster Youth Committee, is dedicated to the higher educational needs of former foster youth. We will enhance access to the California State University, Chico community through collaborative efforts with other college network and community partners. For those identified as former foster youth, we will develop stability by acting as a liaison with campus and community resources. Our goal is to cultivate successful, proficient, and self-aware citizens in pursuit of their degree.

II. Departmental Accomplishments

- Offered the first PATH Scholars Welcome Reception in the fall semester.
- Developed a more streamlined process for offering Tier I (generalized) and Tier II (more in-depth) services to target populations.
- Offered a Holiday party in December 2014.
- Program Coordinator accompanied three students to the 2015 Foster Youth Education Summit in Pasadena, California.
- Developed a best-practices, evidence-based Mentor Manual to utilize as the framework for implementation of a Mentoring component to the PATH Scholars program.
- Coordinated a PATH Scholars Student Panel during National Foster Care Month (May).
- Developed a stronger sense of community among participating students on campus.
- Coordinated “Coffee with President Zingg” for ongoing advocacy opportunities for participating students.
- Network partnerships with Butte College and Shasta College, under the Walter S. Johnson Foundation (WSJF) grant, and campus departmental partnerships continue to develop and grow stronger.

Highlights:

- Developed a more streamlined process for offering Tier I (generalized) and Tier II (more in-depth) services to target populations – Services to students dramatically increased this year, serving approximately 85 students. Tier I students receive low-touch services based on their need. This student might attend a workshop offered through the program or meet with the program coordinator one
time to request help in regards to a specific need. Last year, PATH Scholars served 58 Tier I students. Tier II services involve a higher level of service. For example, the student is required to meet with the Program Coordinator at least three times per semester, attend one workshop and one program event or social gathering per semester. Last year, PATH Scholars served 27 Tier II students.

- **Coordinated a PATH Scholars Student Panel during National Foster Care Month (May)** – Five student participants shared their unique experiences in the foster care system with the campus community, in an effort to increase awareness of this population, reduce social stigma and celebrate their many successes. This leadership event was a huge success, with approximately 35 people in attendance. Community partners also attended, such as representatives from Butte County Office of Education, School Ties and a K-12 Superintendent. This PATH Scholars leadership/community engagement event was recorded by CSU, Chico Center for Regional & Continuing Education and can be viewed with the following link: [http://rcemedia.csuchico.edu/Mediasite/Play/9599972f94334a8abc10ba7f ee1126601d](http://rcemedia.csuchico.edu/Mediasite/Play/9599972f94334a8abc10ba7f ee1126601d).

- **Developed a stronger sense of community among participating students on campus** – Student participation is growing and students are voicing that this program has provided social/emotional support, positive opportunities to meet new people and assistance with seeking out campus and community resources. Students are benefiting by participating in monthly social gatherings, educational workshops, advocacy opportunities and cultural activities/events. Student participated in the Diversity Summit in October 2014 in collaboration with the Cross Cultural Leadership Center. Some activities have been offered during Winter Break, Spring Break and summer. It is common for PATH Scholar students to stay in Chico because they often lack social or family supports.

III. Changes in Policies and Procedures

- **Admissions Process** – As part of improving the identification of former foster youth, the Admissions process has changed. When students apply to CSU, Chico, they self report as a former foster youth. The Admissions office sends them the Declaration of Foster Youth, Orphan or Ward of the Court follow up form (Foster Youth Questionnaire) asking the student to provide verification of their foster youth, guardianship or homeless/unaccompanied youth status. The form includes a self-addressed stamped envelope which is mailed directly to the PATH Scholars Program Coordinator and is verified at that point. Because this is
self-reported, we also obtain the Chafee roster in case any of them did not self-identify on the admissions application.

- **The Increase of “Homeless/Unaccompanied” Youth** – There has been a rise in this population in recent years. Currently, PATH Scholars is serving this group of students as they experience very similar yet still distinct circumstances from their foster youth peers. We plan to begin tracking these students separately.

**IV. Resources Summary**

**Budget Summary:**

- Johnson Foundation Implementation Grant allocation for 2014-2015: $32,915
- Rollover from Johnson Foundation Implementation Grant allocation for 2013-2014: 33,508
- Rollover from Johnson Foundation Planning Grant: 7,763
- Total Allocation: 74,186
- 2014-2015 Annual Expenses: 21,427
- Projected Rollover Balance: $52,759

**Note:** Fiscal year is based on an October 1, 2014 – September 30, 2015 timeline. The Foster Youth Program is partially funded by the Walter S. Johnson Foundation (WSJF). Salary for the Foster Youth Program Coordinator is included within the EOP General Fund allocation.

**Staffing:**

- The Foster Youth Program Coordinator became a permanent employee in January 2015. Because of increased demand for her services, a request was submitted to increase the 10-month Foster Youth Program Coordinator position to a 12-month position. The request was approved, effective July 1, 2015.
- Due to the increase in student participation and demand for services, a part-time student intern was hired in January 2015 to assist with programming and new student applications/verification of foster youth, guardianship, kinship or homeless/unaccompanied youth status. We plan to procure an MSW intern, and possibly a BSW intern, to keep up with the current and growing need.
Facilities/Equipment:

Marina is currently working in a vacant office within the EOP office. This is a temporary solution until a more permanent one can be found. The WSJF grant requires that a permanent location be secured as a “Student Lounge” but campus space is limited.

V. Program Evaluation for Past Year

Note: The Foster Youth Program is partially funded by the Walter S. Johnson Foundation. The program objectives for 2014-2015 and 2015-2016 are taken from the grant proposal.

Annual Objectives 2014-2015

1. Evaluate data results for 2013-2014 to determine what modifications to make to program. (Strategic priority 1, 4, 5)

   In Progress - – Because the FYP Coordinator did not start until January 2014, it was not possible to collect accurate and complete data for this past academic year. Furthermore, the Spring 2014 semester was focused on cleaning up the identification and verification of foster youth through the Admissions Office process. This allowed the collection of preliminary data that will be utilized as a baseline. Additionally, CalPass Plus is the data system utilized by the WSJ Foundation for our network partners, Butte College and Shasta College. This data collection system was created for community colleges primarily, and only has a few CSU’s participating. At this time, the FYP Coordinator and Institutional Research are working with CalPass Plus to streamline the data submission process. Despite these challenges, PATH Scholars has seen a significant increase in student engagement.

2. Offer Tier I and Tier II services to target populations. (Strategic priorities 1, 4, 5)

   Met - This year, we identified 151 verified foster youth students at CSU, Chico. The PATH Scholars program has provided Tier I services to 58 students. Tier I services included foster youth verification, workshops on the registration process with the Academic Advising Office liaison, FAFSA workshops with the Financial Aid liaison, Chafee grant support and assistance, referrals to campus and community resources, and invitations to program events. Tier II services have also been provided to 27 students, including at least three individual meetings with the Program Coordinator per semester, attending at least one workshop, and attending at least one program event or social gathering per semester.
3. Secure a designated space on campus for program: (Strategic priorities 1, 4)

**Unmet** – A designated program space has not yet been secured for PATH Scholars. The FYP Coordinator and students have met with CSU, Chico President Paul Zingg to advocate for a “student lounge.” President Zingg is in full support of PATH Scholars having their own space and understands the importance of a campus “home” for this population. Furthermore, a designated Student Lounge will promote relationship building, connectedness and stability to students, while cultivating a meaningful sense of community. At this time, the program utilizes the Program Coordinator’s office (in the EOP office) for individual meetings, and reserves rooms on campus to accommodate more students. We will continue to advocate for a designated space and plan to secure one prior to the end of year three. Requests and space considerations for a designated location will continue.

4. Coordinate at least two leadership and community engagement activities for currently enrolled foster youth. (Strategic priorities 1, 4, 6)

**Met** – The FYP Coordinator established a strong relationship with the Cross Cultural Leadership Center on campus. Discussions have occurred to coordinate a leadership conference specifically for foster youth at Chico State. The program coordinator and two Chico State students attended the Diversity Summit in October 2014. The focus was on leadership, sharing your story, empowerment and understanding diversity. Students reported that they wished more students had attended. PATH Scholars also hosted a Student Panel on May 1, 2015 to kick off National Foster Care Month (May). Five students shared their experiences within the foster care system and their transition into young adulthood and the college experience. The goal of this leadership activity was to educate the campus community about the foster care experience, to reduce the social stigma that surrounds this population and to celebrate the successes of the students. Students reported they felt very empowered and inspired to help others. The Student Panel recording is posted on the Center for Regional & Continuing Education website for future training purposes. (Please follow this link to view the Student Panel: [http://rcemedia.csuchico.edu/Mediasite/Play/9599972f94334a8abc10ba7fee1126601d](http://rcemedia.csuchico.edu/Mediasite/Play/9599972f94334a8abc10ba7fee1126601d))
VI. Ongoing Assessment Efforts

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Sophomore</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>Junior</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>Senior</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>94</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>45</td>
<td>44</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pac Islander</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Two or More Ethnicities/Race</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Black/African American</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Not Specified</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>94</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term GPA</th>
<th>Spring 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 2.0</td>
<td>21 (25%)</td>
<td>26 (28%)</td>
</tr>
<tr>
<td>2.0 – 2.99</td>
<td>37 (45%)</td>
<td>34 (36%)</td>
</tr>
<tr>
<td>Above 3.0</td>
<td>25 (30%)</td>
<td>34 (36%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>94</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cum GPA</th>
<th>Spring 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 2.0</td>
<td>12 (14%)</td>
<td>20 (21%)</td>
</tr>
<tr>
<td>2.0 – 2.99</td>
<td>43 (52%)</td>
<td>46 (49%)</td>
</tr>
<tr>
<td>Above 3.0</td>
<td>28 (34%)</td>
<td>28 (30%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>94</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term GPA for Freshman</th>
<th>Spring 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 2.0</td>
<td>7 (41%)</td>
<td>10 (42%)</td>
</tr>
<tr>
<td>2.0 – 2.99</td>
<td>7 (41%)</td>
<td>7 (29%)</td>
</tr>
<tr>
<td>Above 3.0</td>
<td>3 (18%)</td>
<td>7 (29%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>
### Monthly Group

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4/14</td>
<td>First Get-Together</td>
<td>11</td>
</tr>
<tr>
<td>9/16/14</td>
<td>Cultural Activity</td>
<td>11</td>
</tr>
<tr>
<td>9/23/14</td>
<td>Welcome Reception</td>
<td>13</td>
</tr>
<tr>
<td>10/9/14</td>
<td>October Get-Together</td>
<td>18</td>
</tr>
<tr>
<td>10/17/14</td>
<td>Academic Advising Success Workshop</td>
<td>14</td>
</tr>
<tr>
<td>10/28/14</td>
<td>Cultural Activity</td>
<td>11</td>
</tr>
<tr>
<td>11/6/14</td>
<td>November Get-Together</td>
<td>7</td>
</tr>
<tr>
<td>12/12/14</td>
<td>Holiday Party + Butte College Inspiring Scholars students</td>
<td>19</td>
</tr>
<tr>
<td>1/14/15</td>
<td>January Get-Together</td>
<td>8</td>
</tr>
<tr>
<td>2/5/15</td>
<td>February Get-Together</td>
<td>15</td>
</tr>
<tr>
<td>3/12/15</td>
<td>March Get-Together</td>
<td>6</td>
</tr>
<tr>
<td>3/19/15</td>
<td>Spring Break Hike</td>
<td>2</td>
</tr>
<tr>
<td>4/24/15</td>
<td>April Campus Network Get-Together + Butte College and Shasta College students</td>
<td>20</td>
</tr>
<tr>
<td>5/13/15</td>
<td>End of the Year Celebration</td>
<td>5</td>
</tr>
</tbody>
</table>

### Student Learning Outcomes

**Note:** This is the first full academic year that we have had a program or a Program Coordinator. The following SLO’s have been identified by the Program Coordinator as desired outcomes for program participants. 2015-2016 will be the first year we will be measuring our progress in these areas.

**SLO #1** – As a result of participating in the PATH Scholars Program, students will increase in their academic self-confidence and networking skills.

**SLO #2** – As a result of participating in the PATH Scholars Program, students will develop and improve independent living skills, reducing their emotional stress and giving them more time to focus on academic goals.

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

- The FYP Coordinator became permanent in January 2015 which has come a long ways toward institutionalizing the program. Effective July 1, 2015, the FYP Coordinator position was increased from a 10-month position to a 12-month position. This will provide much needed support to
current students during the summer months, especially when they stay in Chico for a variety of reasons, including: Chico has become their “home”, required to take summer courses; employment obligations; and lack of funds. This will also assist with critical aid to incoming freshmen who no longer receive support from their high school teachers/counselors after they graduate. Typically, they require additional support during this transition as they lack family and social supports to guide them through this overwhelming process.

- Securing a “Student Lounge” will be essential to the success and continual progress of PATH Scholars. Our own space would represent “community”, ownership and a sense of belonging to the university. It would foster positive connections with other students and would promote healthy social skill-building and habits, further improving our social and academic outcomes. A PATH Scholars Lounge would provide a sense of “home/family” for a population that have not always identified with home/family. Due to an increase in student participation, we are now feeling the challenge and frustrations of having to secure other large rooms for regular and monthly activities and events. As a result, students have expressed that the lack of designated and consistent space is challenging and hinders their ability to engage. Both network partners (Butte College and Shasta College) have secured designated program locations and have reported an increase in student buy-in to their programs and services.

- This fall we will be entering the third and final year of funding from the WSJF grant. More funding from both on and off campus sources would allow the program to continue its services.

VIII. Goals for the next academic year

Annual Objectives 2015-2016

1. Evaluate data results for 2014-2015 and 2013-2014 to determine what modifications to make to the program. (Strategic priorities 1, 4, 5)

2. Secure a designated space on campus for the program. (Strategic priorities 1, 4)

3. Begin a mentorship program for Tier II participants. (Strategic priorities 1, 2, 4)
I. Mission Statement

The mission of the Student Learning Center (SLC) is to provide a high-quality learning environment outside the classroom that helps CSU, Chico students to become active, lifelong, independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, writing assistance, and supplemental instruction. The SLC demonstrates its commitment to diversity through collaboration with programs for low income, first generation college students, and ongoing staff development. Recognizing the need to maintain and improve services, the SLC regularly surveys students and staff to evaluate progress on learning outcomes, student satisfaction, and impact of academic assistance on student success.

II. Departmental Accomplishments

- The SLC set another new record for an increase in the number of student users, visits, and first day of appointment sign-ups.
- Math drop-in hours were expanded to help supplement the hours in the Holt Math Tutoring Lab, and the SLC collaborated with the Math Department to offer students credit for Math 290 for attending tutoring (drop-in or by appointment) at least 10 times during the semester.
- Through a collaboration with the Cross Cultural Leadership Center, SLC tutors offered drop-in math and writing tutoring in the BMU in the evenings during dead week and final week spring semester 2015.
- In fall 2014, the SLC piloted offering early appointment sign-ups for students registered with the Accessibility Resource Center to help accommodate student needs and prioritize learning assistance for students who need it most.

Highlights:

- The number of students, visits, and first day of appointment sign-ups all went up this year. The increase demonstrated students’ appreciation for the free learning assistance resources offered by the SLC, but it also strained the resources of the budget, the center space, and the staff.
The SLC successfully collaborated with the CCLC to offer drop-in math and writing tutoring in the BMU during the evenings (6:00 – 9:00 pm) Monday through Wednesday of Dead Week and Finals Week. The goal was to provide outreach and access to tutoring for students of color and/or low-income first-generation students who might not otherwise visit the Student Learning Center or take advantage of campus learning resources. The CCLC provided the space, paid for tutors, monitored attendance, promoted the event, and generated reports for assessment. The event

![SLC Student/Visit Comparison](image1)

![First Day of Appointment Sign-Ups](image2)
was set up only two weeks prior to Dead Week and showed promising results.

Total number of students who signed in: 71 (according to the tutors, approximately 20 additional students came but did not sign in)
Total number of visits recorded: 92

Students whose first use of SLC tutoring this academic year was at the BMU Study Jam: 16 students, 19 visits

<table>
<thead>
<tr>
<th>Visits by Tutor Center</th>
<th>Visits</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>35</td>
<td>33</td>
</tr>
<tr>
<td>Math</td>
<td>57</td>
<td>41</td>
</tr>
</tbody>
</table>

EOP Students who visited: 15 students, 18 visits
REACH Students who visited: 2 students, 4 visits

- As the first day of appointment sign-ups has gotten increasingly popular and the lines and wait times longer, it has been more difficult for students with disabilities to sign up for tutoring. In the past we had prioritized getting students registered with the ARC off the waitlist, but in fall 2014 we set up early sign-ups for ARC students on the first Friday afternoon of the semester. ARC staff were on hand to verify that the students were registered with them. Students who were able to come in to schedule appointments early appreciated the efforts on their behalf. The number of early sign-ups in the spring was 42% higher than fall semester.

<table>
<thead>
<tr>
<th>ARC Advance Sign-Ups</th>
<th>Date</th>
<th>Total Appointments Scheduled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 14</td>
<td>8/29/2014</td>
<td>57</td>
</tr>
<tr>
<td>Spring 15</td>
<td>1/23/2015</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td></td>
<td>138</td>
</tr>
</tbody>
</table>

III. Changes in Policies and Procedures

The increase in students and visits in the past year exceeded capacity for the SLC space, strained full time staff, and required additional financial resources. The Student Learning Center did not receive any funding for its Student Learning Fee request for 2015-2016 to expand Supplemental Instruction and drop-in group tutoring for STEM courses. Without the funding and with Unit 11 Collective Bargaining Agreement salary increases for 2015-2016, the SLC will need to prioritize services to serving
the populations that need it most, including students with disabilities and low-income, first-generation students. Staff will need to be strategic about reducing tutor hours and availability. The College of Business was granted $36,800 in funding from the Student Learning Fee Committee to expand its tutoring program and to hire more tutors in 2015-2016. As a result, the SLC will not hire any new accounting tutors and will begin to phase out accounting and business tutoring as the current tutors graduate and refer students wanting tutoring in business courses to the COB Student Success Center.

The SLC successfully piloted early tutoring appointment sign-ups for students registered with the Accessibility Resource Center this year and plans to expand early sign-ups to EOP, SSS, and REACH students during the 2015-2016 academic year. In addition, the SLC collaboration with the Cross Cultural Leadership Center at the end of the spring semester 2015 showed promising results in helping make tutoring more accessible and visible to students who might not otherwise seek it out. The SLC would like to continue to explore collaboration opportunities with the CCLC to expand outreach and tutoring access for students of color and low-income, first-generation college students not already being served by existing campus programs.

IV. Resources Summary

Budget Summary:

- SLC annual allocation (lottery) $119,464
- Rollover from 2013-2014 1,924
- Student Learning Fee allocation (General Fund) 24,960
- Total allocation for 2013-2014 146,348
- Annual Expense – SLC (144,998)
- Projected Rollover Balance $1,346

Note: Salaries for the three career staff positions within the SLC are included within the EOP General Fund allocation.

Staffing:

- Adequate and consistent staffing continues to be a concern within the Student Learning Center.
  - At the beginning of September 2014, SLC ASA left for another position on campus, and Kelsey Young was hired to replace her starting October 31, 2014. Kelsey left the position in the middle of April 2015 when her husband was offered a position in the Bay
The turnover in the position meant the already small SLC staff of three was reduced to two for three and a half months during our busiest academic year on record. Also, Kelsey was still being trained and learning the position during the six months she was in it. Jeanette McMurry (ASC) and Kathleen McFarren (ASA) from the EOP office took on the payroll, human resources, and supply ordering during the times that the SLC was without an ASA and also helped train Kelsey on payroll procedures. Christine Connerly (SLC Coordinator) and Caroline Prieto (SI/Writing Coordinator) shared the remaining responsibilities including supervising the student front desk, managing the reception area, requesting room reservations for test reviews, and monitoring and maintaining office supplies and equipment.

- On July 1, 2014, the SLC Program Coordinator (Christine Connerly) moved from a 10 month position to 12 months. Christine developed and taught a ten hour, five day student skills workshop series for Summer Bridge students who did not need to participate in the remedial math workshops and presented workshops to all Summer Bridge participants. In addition, Christine served as a Summer Bridge mentor. In summer 2015, Christine also helped plan and present information sessions during Transfer Student Summer Orientation sessions. The expanded work schedule has also allowed Christine to chair the search committee for the ASA II position during the summer. The additional duties have helped make the SLC more visible to EOP and transfer students, but have limited the time available to work on projects that would reduce work load during the academic year.

- In fall 2014, EOP Advisor Marcellus Brookshaw was asked to take on the study skills workshop coordination which relieved some of the work load on the SLC Coordinator. This was fortuitous due to the need for her to help fill in for the vacant ASA II position and train the new person when she was hired.

The staff turnover and increase in usage in the past few years have made it increasingly challenging for the limited staff to maintain the quality of the tutoring program. Almost ten years ago, the SLC had three full time 10 month staff and a half-time director who also oversaw another department and more than four times fewer visits (7,738 visits 2005-2006 compared to 36,600 visits 2014-2015). In 2008, when the SLC moved to the Student Services Center, it also acquired the Writing Center from the English Department even though there were only two full time 10 month staff and some part time assistance from EOP staff. Currently the SLC has one full-time 12 month coordinator, two full time 10 month staff (with one of those positions currently vacant), and a director who oversees six different departments. Staffing has been reduced while usage has quadrupled. This
is not a sustainable model and the program cannot continue to function effectively with its current staffing levels. As a result, the primary goal for the 2015-2016 academic year will be reducing tutor hours and services and targeting resources for the students who benefit the most.

Facilities/Equipment:

- The Student Learning Center received SLF funding to purchase new whiteboards in 2014, and many of these were larger wall-mounted whiteboards. In addition, new portable whiteboards were purchased and replaced fabric panel dividers creating more writing area and more flexible tutoring spaces that can expand or contract depending on the size of the groups. The new larger wall-mounted boards helped cover some of the marker smeared on the walls, but the need for new paint remains. The walls are smudged, peeling, and dirty. The SLC has been told that painting the space would have to come out of its already limited budget which would mean further reductions in tutoring hours, supplies, or other more urgent needs. Paint would make the space a cleaner and more presentable learning environment, but it is a luxury that the department cannot currently afford.

- Follett taking over the Wildcat Bookstore has made it more challenging for the SLC to request new textbooks to be loaned or donated for tutor use. As a result, the SLC textbook library is rapidly becoming outdated and less useful for tutors to prepare for sessions and stay on top of what their students are working on. The 2015-2016 Student Learning Fee request included a budget for updating older science textbooks for chemistry and biology, but the funding was not approved. Resources for updating the SLC textbook library would be extremely helpful.

V. Program Evaluation for Past Year

Primary Goals

1. SLC will provide individual and small group tutorials in undergraduate subject content areas, writing, and in learning strategies.

2. SLC will provide supplemental instruction for high-risk courses and EOP first year students.

3. The SLC staff will cultivate working relationships with students, faculty, and staff that encourage effective communication and that are conducive to the delivery of services to students, faculty, and staff.
4. The SLC staff will maintain top quality and current expertise in the field of learning assistance and supplemental instruction through professional reading, mediated resources, and other opportunities for professional development.

Annual Objectives 2014-2015

1. Offer study skills workshops for the expanded EOP Summer Bridge program. (Strategic priorities 1, 3, 4)

   **Met/Ongoing -** In summer 2014 SLC Coordinator Christine Connerly created lesson plans and presented 10 hours of study skills workshops over 5 days during EOP Summer Bridge to 34 students who tested out of being required to take remedial math workshops. All of the students were surveyed at the end of the workshops and said they found the workshops helpful with 79% saying they were extremely helpful. The workshops were repeated for a group of 18 students during the 2015 Summer Bridge sessions with some changes and updates to the material presented. 100% of the students rated the study skills workshops as helpful (50% extremely helpful, 50% very helpful). The workshops were interactive, included group work and self-assessments, and gave students a preview of what to expect in terms of coursework and study time in the upcoming semester.

2. Integrate iPads into tutoring by establishing best practices for using them in tutoring sessions and finding helpful education related apps. (Strategic priorities 1, 3, 4, 5)

   **Ongoing -** When the SLF funding to purchase iPads was approved, the Wildcat Store was still being run by the Associated Students. However, when the funding was released in July 2014 to purchase the iPads, Follett had taken over the management of the Wildcat Store and was still setting up its contract with Apple. As a result there were numerous delays in ordering and receiving the iPads, and by the time they were on campus and tagged by ITSS, it was the end of fall semester. In addition, the SLC wanted to ensure that the iPads were securely stored and an effective checkout policy was in place which caused further delays in making them available for tutors. The iPads were used by staff to take photos of tutors and to record some videos of sessions, and some tutors checked them out to use in sessions, but many tutors were not aware that they were available. In 2015-2016 the iPads will be incorporated into tutor training, and the checkout policy and procedures will be in place from the beginning of the year.

3. Incorporate the SLC learning outcomes more explicitly into training. (Strategic priorities 1, 3, 4)
Met/Ongoing – The two SLC learning outcomes are 1) to help students develop transferable learning/study skills and 2) to help the student staff develop professional/lifelong skills. SLC training in 2014-2015 included clear information about the SLC learning outcomes and student staff were asked to evaluate how well the SLC meets those outcomes on end of semester surveys. In addition, tutors were presented with SLC evaluation tools (student surveys and tutor observation questions) that assess how well the tutors help students develop learning skills. Each spring the SLC collaborates with the Career Center to offer a workshop helping SLC student staff articulate the professional skills they develop to potential employers and graduate or professional programs. We will continue exploring new ways to emphasize the SLC learning outcomes into training and daily operations.

4. Stabilize funding for SLC programs to maintain and hopefully have the capacity to expand. (Strategic priorities 1, 2, 3, 4, 5)

Not Met/Ongoing – At a Supplemental Instruction workshop in Sacramento funded by the CSU Chancellor’s office in spring 2013, SLC staff were told a request for funding proposals (RFP) that student affairs staff could apply for to enhance SI would be forthcoming soon. However, the RFP still has not appeared. According to a recent email from Kathy Fernandes from CSU Academic Technology Services “We are still working on your request and other campus requests, to work on funding to support the administrative side of the house running SI. Grants have been submitted and discussion continues to happen in this area at the Chancellor’s Office.” In the meantime, Supplemental Instruction was expanded from six sections to eight in spring 2015 to include Chemistry 108 and Biology 211. This was successful enough to continue to offer the expanded SI sessions, but given that funding in 2015-2016 will be reduced and tutor salary costs increased for the upcoming year, most SLC services will need to be reduced and strategically cut back.

VI. Ongoing Assessment Efforts

Total SLC Visits Comparison
Demographics

Total SLC Visits Comparison 2014-2015

Visits by Ethnicity 14-15
Student Satisfaction - Tutoring, Supplemental Instruction, Writing, and Study Skills from Spring 2015 Surveys
**Student Satisfaction from Spring 2015 Surveys**

- Very Dissatisfied: 4
- Moderately Dissatisfied: 9
- Neither Satisfied nor Dissatisfied: 43
- Moderately Satisfied: 276
- Very Satisfied: 556

**Tutorial**

Number of students receiving tutorial services/Number of courses tutored (Primary Goal 1)

**Subject Tutor Students and Visits**

- Students and Visits for each year:
  - 2010-2011: 1648
  - 2011-2012: 1816
  - 2012-2013: 2252
  - 2013-2014: 2087
  - 2014-2015: 2305
Note: This year, the number of students and visits set a new record, but the noise level and crowded conditions that occurred were not always as conducive to an optimum learning environment. Both students and tutors commented on this in evaluations. One student commented, "It gets kind of loud in there with all the tutors talking at once, I couldn't hear my tutor at times." A tutor recommended, "I would suggest adding either more space or hours to reduce noise levels."

Grade Outcomes for Students Attending Tutoring for STEM Subjects (biology and chemistry) (Primary Goal 1)

![STEM Tutoring GPA Comparison](image)

Note: The subjects represented by this grade data include student visits for BIOL 103, 104, 211, CHEM 107, 108, 111, and 112. The number of students represented in Not Attended: 993, students, 1 to 4 visits: 109 students, 5 to 7 visits: 72 students, 8 or more visits: 243. The students who came 1-7 visits tended to come later in the semester when they were already doing poorly in the class. Those students who came early in the semester and came often were more successful than those who did not attend tutoring at all.

Study Skills Workshops

Number of SLC study skills workshops and number of students in attendance (Primary Goal 1)
In fall 2014, the new EOP Adviser, Marcellus Brookshaw was asked to take on coordinating study skills workshops due to staffing limitations in the SLC. EOP students were strongly encouraged to attend, but workshops were less publicized to the campus at large than they had been in previous years.

In 2014-2015, the SLC sponsored 34 study skills workshops on the following topics:

- Avoiding Procrastination
- Becoming a Tech Savvy Student
- Budgeting Your Money
- Developing a Research Question That Interests You
- Finding a Mentor
- GRE Writing Preparation: Graduate Record Exam Prep
- GRE Math Preparation
- How to Write a Unified, Coherent Essay
- Mastering Study Skills
- Money 101: Budgeting and Credit
- Money 101: Graduation and Student Loans
- Motivation and Success
- Note Taking Strategies
- Organizing Your Essay
- Planning for Finals
- Pre-Writing: How to Begin Your Essay
- Reading Strategies
- Reducing Test Anxiety
- Smart Strategies for Success
- Stress Reduction
- The Well Balanced Student
- Time Management
Supplemental Instruction

Number of Students Attending Supplemental Instruction Sessions (Primary Goal 2)

Note: SI for EOP freshmen in CMST 132 and MCGS 155 used to be required to attend SI and was part of their grade for UNIV 102, but this year, EOP freshmen realized that there would be no consequences for not attending SI so several of them chose not to attend. Unfortunately, this resulted in larger grade discrepancies for EOP students who attended SI and those who did not in some sections. In MCGS 155 section 42, the 15 students who did not attend SI earned a mean grade of 1.4 in the course while the mean grade of SI participants was 3.2. Next year there will be a greater emphasis on students attending SI to improve their grade outcomes.
Grade Outcomes for SI Students Receiving SI Tutorial (Primary Goal 2)

**SI GPA Comparison**

<table>
<thead>
<tr>
<th></th>
<th>NON SI</th>
<th>1-4 VISITS</th>
<th>5-7 VISITS</th>
<th>8+</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>2.42</td>
<td>2.54</td>
<td>3.03</td>
<td>3.4</td>
</tr>
</tbody>
</table>

**Note:** In spring 2015, SI was expanded from six courses to eight including CHEM 108 and BIOL 211. The grade differentials between the students who attended SI and those who did not in those courses indicate that SI had a positive impact.

Writing Tutoring

**Number of Students Participating In Writing Tutorials (Primary Goal 1)**

**Writing Students/Visits**

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>413</td>
<td>1118</td>
</tr>
<tr>
<td>2011-2012</td>
<td>500</td>
<td>2031</td>
</tr>
<tr>
<td>2012-2013</td>
<td>615</td>
<td>2709</td>
</tr>
<tr>
<td>2013-2014</td>
<td>611</td>
<td>2332</td>
</tr>
<tr>
<td>2014-2015</td>
<td>797</td>
<td>2758</td>
</tr>
</tbody>
</table>
Note: Extensive outreach and advertising by SI/Writing Coordinator Caroline Prieto resulted in increased usage of the Writing Center during 2014-2015. This was the busiest year for the Writing Center since it moved from the English Department to the SLC.

Student Learning Outcomes

Learning Outcome #1: The Student Learning Center will offer services and programs that develop transferable learning skills that will enhance their academic and personal success both in and out of the classroom.

Top Five Study Skills Developed by Student Users (Learning Outcome #1)

<table>
<thead>
<tr>
<th>Subject Tutoring</th>
<th>Supplemental Instruction</th>
<th>Writing</th>
<th>Study Skills (% not available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of Subject (94%)</td>
<td>Understanding of Subject (94%)</td>
<td>Organize Ideas (62%)</td>
<td>Motivation/Persistence</td>
</tr>
<tr>
<td>Exam Preparation (78%)</td>
<td>Exam Preparation (81%)</td>
<td>Grammar (51%)</td>
<td>Better Overall Study Habits</td>
</tr>
<tr>
<td>Memory Techniques (49%)</td>
<td>Predicting Test Questions (57%)</td>
<td>Main Points (35%)</td>
<td>Preparing for Exams</td>
</tr>
<tr>
<td>Asking Questions (47%)</td>
<td>Better Overall Study Habits (56%)</td>
<td>Punctuation (35%)</td>
<td>Time Management</td>
</tr>
<tr>
<td>Confidence (47%)</td>
<td>Motivation/Persistence (51%)</td>
<td>Format (34%)</td>
<td>Memory Techniques</td>
</tr>
</tbody>
</table>

Note: Each SLC program conducts ongoing assessment throughout each semester. Subject tutoring and SI conduct mid and end of semester surveys of students who use the services. The Writing Center asks students about their experiences immediately after they meet with a tutor, and Study Skills Workshop surveys are emailed to students the day after they attend. This chart shows the top five skills students identified on their surveys for each program.

Qualitative Assessment of Student Skills: Many of the comments on the student surveys of tutoring, workshops, and SI give more insight into the specific benefits of tutoring in helping students develop transferable learning skills, persistence, and confidence (see below).

“Thanks to the tutor, I felt more motivated to learn the content of the class. She was great in teaching, made me feel comfortable and confident during the learning process, but also being challenged sometimes so I could be sure I was knowing enough to do well in the class or maybe even more than that.”

“Personally, I never have sought out any kind of extracurricular help for any school related things and I learned that it can be worth your time, very helpful, and enjoyable.”

“In SI I learned that I should take the given information from both lecture and SI, and go home and read the chapter after each class period. I also learned time management through the use of target words which was really important to me because I always run
out of time on tests (I read fairly slow). Again, I also learned that being able to draw and label things is very beneficial to learning the information.”

“From SI I learned that if you study in a fun way it is easier to enhance the material.”

“Writing tutoring was an awesome confidence booster! Great assistance with organizing my thoughts.”

“The writing tutor was so amazing. She helped me form a thesis and see what the university would expect out of a paper. She helped me learn things I can use in the long run.”

“Something mentioned in this workshop was to know that mistakes are okay and that’s a way people grow and learn! It made me feel so much better and gave me encouragement!”

“The budgeting workshop was very helpful and interesting because it gave freshman students like me to understand how to handle or spend money carefully and especially making the right choices when spending money.”

**Learning Outcome #2:** The Student Learning Center will develop the professional and lifelong learning skills of its student staff through training, mentoring, and ongoing feedback.

**Top Five Professional Skills Developed by SLC Student Staff (all programs) (Learning Outcome #2)**
Note: This spring 55 of the 85 SLC student employees submitted surveys. The numbers above indicate how many of the 55 respondents chose each of the skills identified.

Note: On the end of semester SLC student staff survey, satisfaction is tied to the experience of developing professional and academic skills.
Qualitative Assessment of Student Staff Skills Developed (comments from SLC student staff surveys)

• “I feel much more confident talking in front of groups of people and I would say that tutoring has forced me (in a good way) to be able to communicate chemistry and science which many scientists struggle with. Seeing other people struggle in courses that come very natural to me is sometimes difficult for me to relate to, but it has helped me appreciate what I have and pass on those opportunities to my students. I try harder in my classes because I know they do.” ~Harrison Mills, Chemistry Tutor

• “The SLC has been a major contributor to my professional development. I had only had one job before this one and it was in a completely different setting. I think this has shown me how to work with professionals and how to be aware and sensitive of the employees we have and students we serve. I feel confident that I have developed many transferable skills.” ~Carina Gutierrez, Front Desk Staff

• “Working in the SLC made me more motivated to do my own work, and for some reason my courses seem a lot easier than I anticipated, and I think this is due to the fact that tutoring helped shape my mind in a different way and made me tackle my courses with confidence and a different mindset.” ~Fadi Yousif, Math Tutor

• “Basically [working in the SLC] is the reason I went to graduate school--I learned so much about teaching and working with my craft (writing) and really wanted to learn more.” ~Stephanie Evans, Writing Tutor

• “Working in the SLC has helped me learn how to read people and that is important in the medical field. Being able to read people’s emotions and understandings really helps with making sure they are comfortable. Being a mentor really makes you feel more accountable to being a good role model for your students whether it be how you carry yourself while on campus or how dedicated you are to your classes. Lead by example.” ~Connie Leandro, Physiology Tutor and SI Leader

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

• Last year the impact of increased usage put an unsustainable strain on the budget, the space, and the staff of the Student Learning Center. Without additional resources in each of these areas, the SLC cannot maintain the current level of services. The increase in the number of students and visits over the past several years and the union negotiated salary increases for tutors (which were not funded by the CSU) have dramatically increased the cost of offering free academic assistance to students. Although there has been much discussion on campus about the importance of helping students graduate in four years and helping students succeed academically and professionally, there have been limited opportunities for Student Affairs staff to apply for funding to support these efforts. The SLC requested and was granted Student Learning Fees for four consecutive years to help
supplement the cost of increased demand, tutor salary increases, and offset the ongoing reduction of lottery funding. This year, the Student Learning Fee Committee denied the SLC request and made it clear that we should not rely on SLF funding for regular operating costs. Last year 100% of the salary for the SLC Program Coordinator, Christine Connerly, was moved out of lottery funding to try to mitigate increased costs and the Vice President of Student Affairs provided additional funding, but this was not enough to compensate for increased costs and decreased funding from other sources. In order to continue to address a growing demand for services and maintain our high quality learning environment outside of the classroom (Strategic Priority 1), the Student Learning Center needs a consistent funding source to pay tutors, upgrade equipment, and maintain our facility. If that funding is not forthcoming, then strategic reduction in services to target the most vulnerable student populations is the best solution to maintaining a quality program. In the upcoming academic year the SLC will be looking for ways to target services strategically to prioritize low-income, first-generation students, and students with disabilities. Tutoring hours and subjects will be reduced. The reduction will mean a larger waitlist and more referrals to paid private tutoring and other tutoring resources on campus.

VIII. Goals for the next academic year

Annual Objectives 2015-2016

1. Strategically reduce tutoring hours and subjects and more specifically direct services, access, and outreach to target populations including EOP, SSS, REACH, students with disabilities, and low-income, first-generation students not being served by a campus program. (Strategic Priorities 1, 3, 4)

2. Present a CELT workshop on “Collaborative Learning Strategies at the Tutoring Table.” (Strategic Priorities 1, 2, 3, 4)

3. Collaborate with the Cross Cultural Leadership Center to offer evening drop-in tutoring in the BMU before midterms and finals week. (Strategic Priorities 1, 3, 4)

4. Continue to integrate iPads into tutoring by investigating and implementing best practices. (Strategic Priorities 1, 3, 4)
I. MISSION STATEMENTS

Educational Talent Search (ETS) is committed to academically prepare and motivate low-income, first-generation college students for success in postsecondary education.

MESA Schools Program (MSP) is committed to motivate, support and prepare educationally underrepresented and disadvantaged students in order to increase their number in undergraduate programs at four-year universities with an emphasis in science, technology, engineering and mathematics (STEM) fields of study.

Our programs are aligned with CSU, Chico’s Mission, Values and Vision statements and the first strategic priority to “recruit, enroll, support, and graduate a diverse and high-quality student population.”

History at California State University, Chico

Educational Talent Search I (Funded in 1990 to serve 825 students) - the target population is comprised of students in grades 6 -12 who attend 13 target schools (Anna McKenney Intermediate, Bidwell Junior, Central Middle, Chico Junior, Chico Senior, CK Price Intermediate, Las Plumas High, Live Oak High, Marysville High, Orland High, Oroville High, Pleasant Valley High and Willows High) in four counties (Butte, Glenn, Sutter and Yuba).

Educational Talent Search II (Funded in 2006 to serve 503 students) - the target population is comprised of students in grades 6 -12 who attend 10 target schools (Gray Avenue Middle, Gridley High, Hamilton Elementary, Hamilton Union High, Los Molinos High, Paradise High, River Valley High, Williams Junior, Williams High and Yuba City High) in five counties (Butte, Colusa, Glenn, Sutter and Tehama).

MESA Schools Program (Funded in 1990 to serve 100 students) - the target population is comprised of students in grades 6 -12 who attend 5 target schools in three counties (Colusa, Glenn, and Sutter):

- Hamilton Elementary - MESA class
- Hamilton High School - after school
- Williams Junior High - MESA class
- Williams High - MESA class
- Yuba City High - after school

II. ETS ACCOMPLISHMENTS

Monthly Workshops – ETS advisors visit their assigned schools each month and present workshops according to grade level on topics such as career awareness, college requirements, time management, ACT/SAT preparation, scholarships, personal statements, financial literacy and financial aid. In addition,
advisors guide seniors step-by-step through the college application, financial aid, and educational support programs (EOP, SSS, EOPS) processes.

Conferences hosted at CSU, Chico – students attended hands-on workshops at CSU, Chico facilitated by university faculty/staff, volunteers and students.

- **Senior Admissions Seminar (161 students)**: representatives from UC Davis, CSU Chico, and Butte College presented to students about admissions, EOP/EOP&S, financial aid, major/career exploration and student life.

- **Junior Success Seminar (110 students)**: Arash Daneshzadeh, TRiO Director at Skyline College, inspired students to “tell their story including defining moments” as they wrote autobiographical statements used for college, scholarship and EOP applications. Arash shared tips on applying to private universities, which he learned from his previous work experience with Stanford University Office of Undergraduate Admissions. ETS advisors presented a workshop on preparation for senior year to assist in college success and students also went on a housing tour. Students received a valuable portfolio that included information on deadlines and tips for college admissions, financial aid, scholarships, housing, testing, EOP and EOP&S.
College Visits (75 students) – students in 11th and 12th grades visited UC, Davis, Sonoma State, and CSU Maritime Academy during two college visits.

Summer Programs –

- **Upward Bound Math/Science (53 students):** four to six week long summer academic programs designed to give students a college experience, develop academic skills, and excel in the fields of math and science.
  - CSU, Chico Upward Bound Math/Science – 15 students
  - Monterey Peninsula College Upward Bound Math/Science – 20 students
UC, Berkeley Upward Bound Math/Science – 18 students

- **Resources and People Camp (6 students):** in collaboration with the U.S. Forest Service, students attended the award winning natural resource program held at Camp Esther Applegate in the Southern Oregon Cascades. Students learned about Ecology, Forensics, Botany, Forestry and participated in various outdoor activities.

**Scholarships** – ETS/MESA staff fundraised to award six $300 scholarships that were awarded to students who will attend various institutions across California. The six awardees were:

- Nanci Chavarria-Villa, Hamilton High
- Austin Hess, Paradise High
- Bhupinder Kaur Nijjar, Live Oak High
- Binh Nguyen, Pleasant Valley High
- Nhung Nguyen, Gridley High
- Marialena Palacios-Lopez, Willows High

**Cash for College** – in collaboration with our target high schools, CSU Chico, Butte College and Yuba College Financial Aid, we co-hosted ten Cash for College events where over 400 students and parents received information on financial aid. Most students submitted their FAFSA applications on the spot, making them eligible for a $1,000 scholarship.

**Parent Nights** – ETS/MESA staff presented to parents and students on ETS services, college requirements, and how parents can support their sons/daughters by taking action as a parent educator.

**CSU, Chico ETS Alumni Association** (ETSA), student organization – the Alumni Association develops and strengthens leadership skills, fosters unity, promotes retention of our students and encourages civic engagement. ETSA volunteered at various events throughout the year and they were excited to inspire current ETS students, as they had been in their position before.

**Friend of ETS Award** – given to Jennie Duran, Live Oak High School Counselor and Martha Alvarez, Far Northern Regional Center (formally Hamilton High School) for their never-ending dedication and support of the program.

**Leadership Positions held by ETS/MESA Staff** –

- Dr. Cirilo Cortez – NorCal WESTOP President
- Diana Parra-Vilaseñor – CSU Chico Chicano/Latino Leadership Council Social Chair
- Vanessa Ramirez – NorCal WESTOP Research Co-Chair
- Yolanda Salazar-Garcia – NorCal WESTOP Scholarship Chair
MESA ACCOMPLISHMENTS

College Preparation and STEM curriculum – the MESA Advisor team includes 4 credentialed math, science and/or English teachers. The MESA Advisors are assisted by academic mentors who are CSU Chico students majoring in STEM (Science, Technology, Engineering and Math) fields. Advisors and mentors assist students in grade specific STEM curriculum.

STEM Academy (112 students) – in collaboration with the CSU, Chico student organization Latinos in Technical Careers and the Poor Foundation, 6th-9th grade students experienced hands on, interactive workshops presented to motivate them to attend college and pursue a STEM career. Students attended workshops where they built rockets, bridges, lasers, learned about the Quadcopter and had fun with science making gac. A tablet, cordless headphones, and an iPod shuffle were awarded to the students with the strongest essays on “what they would invent to help the world.”
MESA Prelims Day (96 students) – in collaboration with the CSU, Chico MESA Engineering Program, students competed in the following competitions: bridges, mousetrap cars, gliders, prosthetic arms, model science (heart and GI tract), and speeches. Over 60 volunteers from the campus and community served as judges. Congratulations to Hamilton High for earning the second annual Spirit Award!
MESA Regionals held at CSU, Chico (37 students) – students that placed 1st, 2nd or 3rd at MESA Day Prelims, attended MESA Regionals to compete against students from across Northern California. CSU, Chico hosted the event and had overwhelmingly positive evaluation comments such as “Keith Hawkins, the motivational speaker was outstanding and inspiring!” and “the atmosphere in Chico was very welcoming, I am definitely adding Chico State to my college application list now.”

CSU, Chico MESA students placed in the following competitions:

Junior High:
- 1st place Junior High Mousetrap Car - Omar Paniagua and Eric Santillan, Williams Jr/Sr High
- 2nd place Balsawood Glider - Daniel Baker and Eric Santillan, Williams Jr/Sr High

High School:
- 1st place civil structures 9th-10th - Lizbeth Pamplona and Vanessa Ramirez, Williams Jr/Sr High
- 3rd place civil structures creativity 9th-10th - Lizbeth Pamplona and Vanessa Ramirez, Williams Jr/Sr High
- 2nd place civil structures creativity 11th -12th - Chandan Sidhu and Hailey Kim, Yuba City High
- 3rd place mousetrap creativity - Antonio Flores and Daniela Hernandez, Hamilton High
III. CHANGES IN POLICIES AND PROCEDURES

Beginning with the senior class of 2012, ETS programs are federally mandated to track alumni for six years. Currently we are entering our fourth year of tracking not only college enrollment, but also college persistence.

June 2015 – Dr. Cirilo Cortez accepted a position with UC, Davis and Javier Garcia accepted a position with CSU, Chico Academic Advising, so we will be hiring and training new staff.

IV. RESOURCES SUMMARY

ETS completed the fourth year of our five year 2011-2016 grant cycle. Both ETS grants are funded at $609,019 annually to serve 1,330 students ($459 a student). We are able to successfully serve students on a very limited budget. ETS/MESA was awarded $4,500 in work-study annually from Enrollment Management, so we hope to be awarded work-study for 2015-2016 under Early Outreach and Support Programs.

This was the fourth year that the MESA Schools Program (MSP) was operated in conjunction with the ETS program. MSP was funded at $80,000 annually, but due to budget cuts in spring 2013, CSU Chico no longer received funds from the MESA statewide office. MESA carry-forward funds were used to support the MESA services in 2013-2015. One-time funding of $20,000 from MESA Statewide was allocated to CSU Chico for 2014-2015 and additional funding of $20,000 was funded to host Northern California MESA Day Regionals.

V. PROGRAM EVALUATION for PAST YEAR

ETS/MESA met all of our goals for 2014-2015 year –

1. Meet program objectives and successfully serve 1,400 ETS/MESA students:
   - Educational Talent Search served 1,385 students (285 seniors)
   - MESA Schools Program served 112 students (14 seniors)
   - Eighty students were enrolled in both programs

2. Continue to track our alumni and support them in any way we can: we track our ETS alumni through National Student Clearinghouse and check to see how the CSU, Chico students are doing academically through Peoplesoft. We are
advisors to the CSU, Chico ETS Alumni Association and keep in contact with alumni through social media.

3. **Evaluate Butte College STEM Summer Experience and plan for summer program 2015:** the Butte College Summer Program was cancelled for summer 2015, but planning for 2016 will begin in the fall.

4. **Continue strengthening parent collaboration through regional parent meetings and providing newsletters twice a year:** regional parent meetings were extremely successful this year and we will continue offering them next year. Parents appreciated the information shared and enjoyed getting to know the ETS advisor serving their child. Newsletters are sent in the fall and at the end of the spring semester.

**Class of 2014 Postsecondary Enrollment** – ETS/MESA strives to ensure that students get the information and assistance needed to select the postsecondary institution that best suits their needs and wants. The following summary provides an overview of which colleges the 2014 ETS senior class chose to attend:

**2014 Postsecondary Destinations by Institution (verified by National Student Clearinghouse)**

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Students</th>
<th>College</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brigham Young University</td>
<td>2</td>
<td>San Diego State University</td>
<td>3</td>
</tr>
<tr>
<td>Butte Community College</td>
<td>89</td>
<td>San Jose State University</td>
<td>3</td>
</tr>
<tr>
<td>CSU, Chico</td>
<td>70</td>
<td>Shasta College</td>
<td>2</td>
</tr>
<tr>
<td>CSU, Fresno</td>
<td>1</td>
<td>Sonoma State University</td>
<td>1</td>
</tr>
<tr>
<td>CSU, Monterey Bay</td>
<td>3</td>
<td>Southern Oregon</td>
<td>1</td>
</tr>
<tr>
<td>CSU, San Luis Obispo</td>
<td>1</td>
<td>Tulsa Community College</td>
<td>1</td>
</tr>
<tr>
<td>Carrington College</td>
<td>1</td>
<td>UC, Berkeley</td>
<td>6</td>
</tr>
<tr>
<td>Concordia University</td>
<td>1</td>
<td>UC, Davis</td>
<td>11</td>
</tr>
<tr>
<td>Franciscan Univ. of Steubenville</td>
<td>1</td>
<td>UC, Irvine</td>
<td>2</td>
</tr>
<tr>
<td>Humboldt State University</td>
<td>1</td>
<td>UC, Los Angeles</td>
<td>4</td>
</tr>
<tr>
<td>Lassen Community College</td>
<td>1</td>
<td>UC, Riverside</td>
<td>1</td>
</tr>
<tr>
<td>Montana State Univ., Billings</td>
<td>1</td>
<td>UC, Santa Barbara</td>
<td>4</td>
</tr>
<tr>
<td>Oregon State</td>
<td>1</td>
<td>UC, Santa Cruz</td>
<td>4</td>
</tr>
<tr>
<td>Sacramento City College</td>
<td>1</td>
<td>University of Oregon</td>
<td>1</td>
</tr>
<tr>
<td>Sacramento State University</td>
<td>10</td>
<td>Yuba College</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not enrolled /Unknown</td>
<td>24</td>
</tr>
<tr>
<td><strong>TOTAL ETS SENIORS:</strong></td>
<td><strong>268</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VI. ONGOING ASSESSMENT EFFORTS

Our program’s goals are to academically prepare and motivate low-income, first generation youth for success in post-secondary education. We constantly evaluate our program to best serve our students’ needs. Our ongoing assessment efforts include: an annual performance report to the U.S. Department of Education, mid-year and final reports to the MESA statewide office, evaluations from students on every event they attend, and an overall program evaluation before students graduate. After closely assessing the program, we meet in June to plan for the following year.

Below is a summary of the ETS college enrollment rates for the past nine years:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Students Served</th>
<th>Seniors</th>
<th>Seniors that Applied to Financial Aid</th>
<th>Seniors Enrolled in Postsecondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>1,306</td>
<td>268</td>
<td>260 = 97%</td>
<td>244 = 91%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1,363</td>
<td>291</td>
<td>278 = 96%</td>
<td>248 = 85%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1,309</td>
<td>321</td>
<td>302 = 94%</td>
<td>290 = 90%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1468</td>
<td>270</td>
<td>263 = 97%</td>
<td>248 = 92%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1,525</td>
<td>300</td>
<td>280 = 93%</td>
<td>267 = 89%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>1,517</td>
<td>267</td>
<td>247 – 93%</td>
<td>245 = 92%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>1,445</td>
<td>221</td>
<td>208 = 94%</td>
<td>195 = 88%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>1,340</td>
<td>148</td>
<td>134 = 91%</td>
<td>135 = 91%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>918</td>
<td>145</td>
<td>138 = 95%</td>
<td>138 = 95%</td>
</tr>
</tbody>
</table>

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

Continued and increased funding of the MESA Schools Program would assure current MESA services and expansion to other school sites. We were only funded $20,000 to support the STEM Academy, MESA Day, Regional MESA Day, academic mentors, mileage to school sites, and MESA supplies for next year.

The Academic Coordinators are evaluating curriculum to assure the program is utilizing best practices to serve current students, alumni and parents. Every aspect of workshops, events and marketing is being assessed to assure it is aligned with program objectives, federal regulations, common core standards, technology and social media. The Department of Education is also asking us to develop an intensive academic advising, or “coaching” model to implement in the next grant cycle.
VIII. GOALS: PRESENT GOALS FOR NEXT ACADEMIC YEAR

- Submit a successful Annual Performance Report to the Department of Education where we meet all program objectives
- Recruit and successfully serve 1,400 ETS/MESA students
- Hire and train new staff
- Write a successful grant to be awarded funding for the next five years!

IX. ETS/MESA Staff

<table>
<thead>
<tr>
<th>ETS/MESA Staff:</th>
<th>MESA Advisors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diana Parra-Villaseñor, Project Director</td>
<td>Rina Gonzalez, Hamilton High</td>
</tr>
<tr>
<td>Yolanda Salazar-Garcia, Assistant Director</td>
<td>Michelle Hale, Williams Junior/Senior High</td>
</tr>
<tr>
<td>Eliliana Becerra, Administrative Assistant</td>
<td>Tracey Leveroni, Hamilton Elementary</td>
</tr>
<tr>
<td>Oscar Mendoza, Academic Coordinator</td>
<td>Greg Rongley, Yuba City High</td>
</tr>
<tr>
<td>Dr. Cirilo Cortez, Advisor</td>
<td></td>
</tr>
<tr>
<td>Javier Garcia, Advisor</td>
<td></td>
</tr>
<tr>
<td>Vanessa Ramirez, Advisor</td>
<td></td>
</tr>
<tr>
<td>Leah Slem, Advisor</td>
<td></td>
</tr>
<tr>
<td>Aralia Ramirez, Student Assistant</td>
<td></td>
</tr>
<tr>
<td>Sandra Torres, Student Assistant</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MESA Mentors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvano Calvillo (Mechatronic Engineering Major)</td>
</tr>
<tr>
<td>William Flores (Biology Major)</td>
</tr>
<tr>
<td>Julio Hernandez (Mechatronic Engineering Major)</td>
</tr>
<tr>
<td>Miguel Leon (Mechatronic Engineering Major)</td>
</tr>
<tr>
<td>Federico Palafox (Electrical Engineering)</td>
</tr>
<tr>
<td>Myra Rodriguez (Civil Engineering Major)</td>
</tr>
<tr>
<td>Patty Rodriguez (Civil Engineering Major)</td>
</tr>
</tbody>
</table>
EDUCATIONAL TALENT SEARCH PROGRAM
CALIFORNIA STATE UNIVERSITY, CHICO
TRIO/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 U.S. Department of Education framework) are specified by federal regulations and policies and cannot be altered without approval from a program officer at the U.S. Department of Education.

I. Mission Statement

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

II. Departmental Accomplishments

- Submitted successful grant proposal, securing funding for another five years
- Implemented financial literacy curriculum and hired coach
- Piloted new “coaching” approach to student advising
- Spearheaded North State TRiO Community Pipeline
- Incorporated the President’s Diversity Action Plan into the new grant proposal
- Offered two field school trips to project participants
- Offered spring graduate school tour
- Created more intrusive approach to supporting freshmen on AP
- Created new participant application and selection forms and procedures
- Redesigned the project’s internship program for upperclassmen
- Created and tested prototypes of new participant contracts
- Completed internal audit of participant files

Highlights:

- Financial Literacy Coach – The project hired for the first time ever a financial literacy coach in January 2015. The new coach designed new workshops and piloted advising forms and techniques while serving cohorts 2013 (sophomores), 2014 (current freshmen), and 2015 (incoming freshmen admitted summer 2015). The pilot points to overwhelming success; 24% of incoming 2015 freshmen switched to a more affordable housing option after only one 30 minute financial literacy coaching session via phone and a follow-up e-mail. 100% of incoming freshmen in cohort 2015 received coaching and created a preliminary
plan to meet their unmet need before starting school in the fall. This position was funded using the salary savings created by the vacant project director position (July-August 2014), and was worked into the budget of the new grant so that we can continue to fund this position moving forward.

- **New “Coaching” Approach to Student Advising** – Beginning in May of 2015, the project piloted the new grant proposal’s research-driven approach to providing high quality individualized approaches to student advising and counseling (e.g. coaching). The pilot cohort was comprised of newly admitted freshmen who will start at Chico in fall of 2015. This coaching approach is informed by research deemed acceptable by the US Department of Education and the Institute for Education Sciences’ (IES) What Works Clearinghouse (WWC). The research guiding this new approach can be found at: https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf.

In accordance with this new coaching model, the project created new tools to support incoming freshmen and transfer students in the selection of housing, majors, Early Start options, orientation dates, fall courses, and more. Mandatory phone coaching sessions were required and used to create baseline needs assessments for each new freshman student in cohort 2015.

- **North State TRiO Community Pipeline** – Beginning in fall 2014, the project collaborated with Butte Community College to create a “TRiO Community Pipeline” between Butte Community College and CSU, Chico. In January of 2015, the project piloted the grant’s new approach to the Student Transfer Enrichment Program (STEP), offering an individualized half-day orientation the week before the spring semester of 2015. Two students participated in the pilot and, based upon their positive feedback and strong academic performance their first semester (both above a 2.5), the project will fully implement the new STEP model beginning August of 2015.

Beginning in spring 2015, the project broadened the scope of the TRiO Community Pipeline by increasing collaboration with CSU, Chico pre-college TRiO programs and community college SSS programs operating in the North State. As a result of this collaboration, 55% of the project’s freshmen 2015 cohort were referred from TRiO pre-college programs, and 100% of the incoming transfer student applicants were referred by TRiO programs in the North State, including Butte Community College, Yuba Community College, and Lake Tahoe Community College.

- **Diversity Efforts** – To ensure that campus diversity initiatives inform the next five years of grant implementation, the project director incorporated the campus Diversity Action Plan into the grant proposal. The Student Development Coordinator also completed the CSU, Chico Diversity
Certificate Program, and the new Project Director completed the Diversity Academy.

Due to low enrollment of male students of color over the past several years, one of the unit’s primary diversity initiatives is to increase the number of male students of color in our program. In summer 2015, TRiO Student Support Services increased the percentage of freshmen male students of color by 27% over the previous year. This represents the highest ratio of incoming male participants of color in the past five years (see table below). It is unclear as to the reason for the increase, meriting further analysis of the data.

<table>
<thead>
<tr>
<th>Freshman Cohort</th>
<th># of new participants</th>
<th># of new males of color</th>
<th>% of new males of color</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>35</td>
<td>13</td>
<td>37%</td>
</tr>
<tr>
<td>2012</td>
<td>19</td>
<td>8</td>
<td>42%</td>
</tr>
<tr>
<td>2013</td>
<td>23</td>
<td>9</td>
<td>39%</td>
</tr>
<tr>
<td>2014</td>
<td>34</td>
<td>7</td>
<td>21%</td>
</tr>
<tr>
<td>2015</td>
<td>27</td>
<td>13</td>
<td>48%</td>
</tr>
</tbody>
</table>

III. Changes in Policies and Procedures

The new Project Director has been developing a CSU, Chico TRiO Student Support Services Policies and Procedures Manual. The anticipated date of completion is September 30, 2015. The following policy statements, procedures, and business practices were developed and/or revised this year:

- New policies regarding the collection and storage of participant documentation were implemented.
- New procedures for processing participant applications were created, implemented, and assessed.
- New processes for documenting and justifying project expenses were created and implemented.
- New processes for submitting travel documentation were created and implemented.
- New interpretations of TRiO legislation and regulations were researched, adopted, communicated to project staff, and documented in the new Policies and Procedures Manual.
- New approaches to training student staff were developed, to be implemented fall of 2015.
IV. Resources Summary

Budget Summary:

- SSS allocation for 2014-2015 $247,583
- Rollover from 2013-2014 21,903
- Total allocation for 2014-2015 269,486
- Projected expenses (269,486)
- Projected carryover balance $0
  (cannot carry forward due to end of five year grant cycle)

Note: Fiscal year is based on a September 1, 2014-August 31, 2015 timeline.

Staffing:

- Project Director, Tasha Dev, hired September 2014
- Academic Coordinator title was changed to Student Development Coordinator and job description was updated accordingly, shifting the position’s focus from academic support to non-cognitive student development, as informed by new research-driven TRiO program models encouraged by the U.S. Department of Education during the new grant cycle.
- Financial Literacy Coach (graduate student position), hired January 2015 to provide the individualized financial literacy counseling encouraged by the U.S. Department of Education during the new grant cycle.

Facilities/Equipment:

N/A

V. Program Evaluation for Past Year

Primary Goals (Performance Objectives required by the U.S. Department of Education)

1. Persistence: 85% of all students served by the SSS Project will persist from one academic year to the beginning of the next academic year or graduate.

Of the 143* students enrolled in the fall 2014 semester, 136 students or 95% either graduated or have registered for the fall 2015 semester
2. Good Academic Standing: 91% of all enrolled participants served by the SSS Project will meet the performance of good academic standing (2.0 or above).

Of the 143* participants enrolled in 2014-15, 131 or 91.6% of them were in good academic standing (GPA above 2.0) by the end of the academic year.

3. Graduation: 65% of new participants served each year will graduate within six years.

Of the participants admitted into cohort 2009, 22 or 65% graduated within six years of their point of entry into the program.

*This number does not include new freshmen participants admitted summer 2015.

Annual Objectives 2014-2015

1. SSS will restructure the AS recognized student organization and focus on academic assistance programs for first year students utilizing upper class mentors. (Strategic priorities 1, 2, 3, 4, 5)

Unfinished/Modified – After conducting two focus groups with TRiO SSS upper division students, it was determined that this is not a sustainable initiative due to the small number of interested participants, as well as competing interests with other TRiO student organizations (e.g. Upward Bound and ETS Alumni Associations). Instead, it was decided to create a TRiO Scholar Advisory Board made up of upper division students serving as representatives of their peers at bi-annual meetings with the TRiO SSS Project Director and Student Development Coordinator. Advisory board members will be current interns. This was piloted spring 2015 and will be fully implemented fall 2015.

2. The project will create four eight-week seminars that will focus on the different grade levels. For example first year (Transition), second year (Career Path/Major Selection), third year (Graduation and Graduate School Preparation) and Fourth year and above (Life After College). (Strategic priorities 1, 3, 4, 5)

Unfinished/Modified – Only the First Year Enrichment Seminar and Life After College Seminar were offered in 2014-2015 due to transitional issues in leadership and new curriculum choices made in response to the new grant application. In keeping with the spirit of the new grant proposal, four developmental seminars will be implemented in 2015-2016.
VI. Ongoing Assessment Efforts

Statistics on Program Usage

<table>
<thead>
<tr>
<th>Number of individualized advising/coaching sessions with active participants, 2014-15</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of active participants during fall and spring semesters</td>
<td>138</td>
</tr>
<tr>
<td>Received individualized non-cognitive skills coaching</td>
<td>176</td>
</tr>
<tr>
<td>Received advice and assistance in postsecondary course selection</td>
<td>46</td>
</tr>
<tr>
<td>Received education/counseling to improve financial and economic literacy</td>
<td>17</td>
</tr>
<tr>
<td>Received information in applying for Federal Student Aid</td>
<td>30</td>
</tr>
<tr>
<td>Received assistance in completing and applying for Federal Student Aid</td>
<td>15</td>
</tr>
<tr>
<td>Received assistance in applying for admission to Graduate School</td>
<td>12</td>
</tr>
<tr>
<td>Study abroad or National Student Exchange advising</td>
<td>2</td>
</tr>
<tr>
<td>Career and professional development advising/coaching</td>
<td>6</td>
</tr>
<tr>
<td>Completed the LASSI (freshmen)</td>
<td>20</td>
</tr>
<tr>
<td>Total number* of individual advising/coaching sessions 2014-15</td>
<td>301</td>
</tr>
</tbody>
</table>

*Many advising/coaching sessions covered several of the topics above. Therefore, the total number of sessions is less than the total number of topics covered

<table>
<thead>
<tr>
<th>Number of active participants who participated in group advising and coaching sessions 2014-15</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STEP (new transfer students)—half day orientation including these topics: course selections, financial literacy, non-cognitive skill development</td>
<td>2</td>
</tr>
<tr>
<td>FOCUS (new freshmen) – semester long seminar including these topics: financial literacy, non-cognitive skill development, and course selection</td>
<td>20</td>
</tr>
<tr>
<td>Field School (RECR 399)</td>
<td>27</td>
</tr>
<tr>
<td>TRiO SSS leadership activities—includes non-cognitive skill development and career preparation/professional development</td>
<td>18</td>
</tr>
<tr>
<td>Non-cognitive skill development workshops</td>
<td>35</td>
</tr>
<tr>
<td>Graduate school preparation activities</td>
<td>3</td>
</tr>
<tr>
<td>Total number of participants in group advising/coaching sessions in 2014-15</td>
<td>105</td>
</tr>
</tbody>
</table>

Student Learning Outcomes
See responses under “Primary Goals.”
Most Critical Performance Indicators
See responses under "Primary Goals."

Changes to Student Learning Outcomes and Measures of Performance:

Student Learning Outcome #1: Increased participation in project services
As a result of participants creating their own contract each semester in combination with increased communication and monitoring of student progress by project staff (at least one contact per month), student participation in project services will increase over that of the previous year.

Measure of Performance:
The Project Director will request a report from Advisor in June 2015 to determine the total number of individual and group coaching/advising sessions conducted by the project, as well as a breakdown of the types of sessions attended.

Student Learning Outcome #2: Increased academic self-confidence (first year students)
As a result of the yearlong First Year Enrichment Seminar, freshmen students will express increased academic self-confidence in the following areas: (1) ability to identify various resources on campus that support students from disadvantaged backgrounds; (2) willingness to utilize campus resources; (3) knowledge that research has proven that intelligence can increase over time; and (4) ability to identify various opportunities for connecting with the campus community during their academic career.

Measure of Performance:
During the first week of their yearlong First Year Enrichment Seminar, all first year students will anonymously self-report their level of academic self-confidence using the University survey software program. The survey questions will measure each of the areas of academic self-confidence. Survey questions will be gleaned from the research of Carol Dweck (implicit theory), Angela Duckworth (grit), Kathleen Cushman (First in the Family), and Nicole M. Stephens, MarYam G. Hamedani, and Mesmin Destin (difference-education intervention). The same survey will be conducted a second time at the end of the academic year. Results will be analyzed and graphed to determine level of success in increasing participants’ level of academic self-confidence. Results will also be compared with end-of-the-year data pertaining to the same cohort’s persistence and academic achievement to determine any correlation.

Student Learning Outcome #3: Increased financial literacy (freshmen)
As a result of four individualized coaching sessions and four group advising sessions over the course of an academic year with the financial literacy coach, first year students will be able to (1) find, read, and understand their financial aid
award, (2) explain the value of reducing dependence upon student loans, (3) compare their financial aid award to their anticipated expenses in order to identify and plan for unmet need, (4) identify strategies and resources to bridge the gap between academic expenses and financial aid awarded, and (5) create a realistic annual budget that will stretch their financial aid dollars.

Measure of Performance:
At the end of the spring semester of their first year, rising sophomores will be asked to complete a financial literacy questionnaire and create a sophomore budget using BB Learn technology. The questionnaire will be designed to assess their abilities in each of the five desired outcomes. Each student will discuss the results of their questionnaire and budget with the financial literacy coach in an individual coaching session. To assure a high level of participation, these assessments will be required of all students prior to disbursing their spring TRiO SSS grant aid.

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

- The project’s Policies and Procedures Manual needs to be completed, fully implemented, and incorporated into staff trainings.
- New interventions and approaches outlined in the 2015 grant proposal will need to be implemented in the 2015-2016 academic year, including:
  - Financial literacy programming (piloted spring 2015)
  - New “menu” style participant contracts focused on non-cognitive skill development
  - Data-driven decision-making will drive project’s programming, staffing, and interventions.
  - Annual seminars designed to serve students at each level of their development (see “Annual Objectives”)
  - Incorporate the use of technology to assist with coaching efforts and instruction of seminars.

VIII. Goals for the next academic year

Annual Objectives 2015-2016

1. Create new website using university platform that (1) converts, reorganizes, and enhances information from existing website to new website; and (2) is user-friendly and incorporates information and resources for applicants, as well as new and continuing participants. (Strategic priorities 1, 3, 4, 5)

2. Create, pilot, and evaluate two new social media tools to assist with communication with current participants. (Strategic priorities 1, 3)
3. Implement new semester participant contracts in fall 2015 and spring 2016 and evaluate their effectiveness using both qualitative and quantitative measures at the end of the academic year. (Strategic priorities 1, 3, 4, 5, 6)
TRIO/UPWARD BOUND PROJECTS

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

I. Mission Statement

The mission of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

Diversity

The Upward Bound Program serves a diverse population of participants with the common goal of assisting all to pursue postsecondary education. In 2014-2015, the program served 325 participants. Of those, 96% met both the federally established low-income guidelines and were considered first generation college bound students. The ethnic background of the 325 participants was:
- 39% Latino
- 38% Asian
- 16% Caucasian
- 3% African American
- 2% East Indian
- 2% Native American

Recruitment

Of the 92 participants that graduated from high school in 2015, 35 or 38% will attend CSU, Chico in the fall. Although Upward Bound encourages participants to attend any university of their choice, their familiarity with our campus and its close proximity to home make it the most popular college of choice for the majority of our students. The six-week summer residential program is key to introducing participants to Chico State. Living in the residence halls, attending class in the various campus buildings, using the library, and being issued a Chico State Wildcat card all while in high school serve to make Chico State feel like home to our participants.
Retention/Satisfaction

Although our projects are funded to serve participants while in high school, we offer just as much support to our graduates that attend Chico State. Our prominent office/computer lab space in the Student Services Center, coupled with the years' long relationship we have with our students serves to keep them connected with our program as they pursue their college degree. The Upward Bound office is open Monday thru Friday from 7AM to 6PM and students come to see our space as their home on campus. Some of the services offered to participants include:

- Use of computers (25 computers)
- Free printing
- Academic advising
- Use of conference room for group projects
- Use of kitchen
- Storage space (many students commute in from neighboring towns)
- Student Organization meeting space (UBAA, Hmong Student Assoc., etc.)
- Equipment loan program (laptops, cameras, video cameras, iPads, calculators, etc.)

Aside from the services mentioned above, The Upward Bound Alumni Association (UBAA) helps to keep many former students connected. Recognized as a CSUC student organization in 1992, the UBAA serves to encourage civic engagement amongst our students. They serve on numerous student panels for Upward Bound as well as the Office of Admissions, and even award an annual scholarship to a current Upward Bound and CSUC student. Forty CSUC students were listed as current UBAA members during the 2014-2015 academic year.

Graduation

The topic of college graduation begins early in Upward Bound. During the summer before their high school senior year, all participants are required as a class project to complete a five-year graduation plan. Each student becomes keenly aware of the courses required for their major and the sequence in which they must be taken. Once enrolled at Chico State, students are encouraged to establish a relationship with their department advisor early on in order to graduate in a timely manner. The Upward Bound Alumni Association hosts an annual Graduation Celebration for graduating seniors. This event takes place at the Chico Women’s Center and serves to honor the graduates as well as to encourage current undergraduate students.
II. Departmental Accomplishments

- Implemented the Online Tutoring Program at Lindhurst High School
- Celebrating 50th Anniversary of CSU, Chico Upward Bound Program
- Developed an iBook that focuses on college preparation
- Recorded the greatest number of donations towards the Amy Kee scholarship endowment. The Amy Kee Award was created in 2001 to honor the memory of a former Upward Bound Resident Advisor. Since its inception, the endowment has awarded 33 scholarships to Upward Bound seniors entering college. In 2014-2015, 17 contributions were made.
- Our staff presented a workshop at the largest regional educational equity conference (WESTOP) in Santa Clara, CA focusing on our use of technology when connecting with students. The presentation expanded on our use of iPads to tutor students in far-to-reach schools, educational apps that aid in tutoring, and electronic advising options. The workshop was well received and attendees appreciated the step-by-step instruction that will allow them to replicate these practices in their respective TRIO programs.
- Created a comprehensive paperless academic advising sheet. Academic advising is a critical component of our program and one that requires a tremendous amount of paperwork (transcripts, case notes, college entrance test scores, etc.). What used to require a binder full of documents is now consolidated into password protected iPads. The paperless advising sheet allows each Program Advisor to record student grades, access transcripts in Dropbox, record case notes, store test scores and even connect students to universities of their choice virtually. Advising, whether it occurs during the summer program or at one of our 18 high schools, is simplified by the fact that all information is easily accessible and even more secure through our use of technology.
- Established connections with new campus and community partners that include The Museum of Anthropology, Chico Community Observatory, CSUC Planetarium, CSUC Human Identification Lab, and Airspray Aviation Services. These newly established partners allow our students to connect their summer coursework with future majors and careers in the STEM fields.
- For the first time, Upward Bound was invited to host its own Cash 4 College (C4C) workshop. C4C workshops are facilitated through the California Student Aid Commission and are intended to guide parents and students through the financial aid application process. Workshops that record more than 20 participants qualify for a $500 scholarship for one of the participants. Upward Bound hosted two workshops and was also randomly selected as one of four Northern California workshops to win a $2,000 scholarship. Cynthia Wen (Chico H.S.) was the lucky recipient and will use those funds as she enters Butte College in the fall.
• **Student Accomplishments:** Our 2015 high school graduating class of 92 students worked diligently to apply for scholarships in order to supplement the state and federal aid they were offered. Although many were awarded numerous scholarships, the following students stand out for receiving nationally recognized scholarships.

  o Cindy Cha – Dell Scholarship ($20,000)
  o Simran Chahal – Full ride scholarship to UCLA
  o Pa Zong Lor – Dell Scholarship ($20,000)
  o Dwight Ong – Gates Millennium Scholarship (All expenses paid)
  o Huy Pham – Dell Scholarship ($20,000)
  o Qaday Robinson – Gate Millennium Scholarship (All expenses paid)
  o Ivan Urena – Dell Scholarship ($20,000)
  o Aman Williams – Full ride scholarship to Virginia State University
  o Angela Yang – Dell Scholarship ($20,000)

**Highlights:**

• **Implemented the Online Tutoring Program at Lindhurst High School**
  – In an attempt to manage high travel costs and still connect with our students on a weekly basis (as required by federal grant regulations), we sought an alternative means that would still produce quality results. Lindhurst High School is the farthest partner school. With the support of school administration, we created an online tutoring approach that proved to be even more successful than traditional face-to-face contact. We established an Upward Bound classroom at the school equipped with iPads and laptops. Using Skype (online video chat program) and Twiddla (online white board), our tutors connected virtually with students in the classroom and at home to offer hands-on tutoring and guidance on a weekly basis. The benefits of this new format included:
    o An increase in use of technology for academic purposes by students
    o Less interruption of class time, since many students were tutored at home
    o Greater access to technology because students were allowed to check out laptops and iPads to use at home
    o An estimated savings of $10,000 in tutor travel (one academic year)
    o Increased presence of Upward Bound at the school
    o Greater sense of community with students using the UB classroom during lunch and afterschool.
    o More support for Upward Bound students as they had access to free printing, calculators, school supplies, snacks.
• **Celebrating 50th Anniversary of CSU, Chico Upward Bound Project** – We're extremely proud to celebrate such a milestone, as there are only a handful of programs throughout the country that share our longevity. Thousands of underrepresented students from throughout the North State have taken advantage of program services and pursued higher education. On September 19, 2015 we will celebrate by hosting a 50th Anniversary Gala in the Bell Memorial Union Auditorium where we hope to connect with hundreds of former participants and raise funds for our scholarship endowment. We look forward to highlighting our program’s growth, having expanded from one grant that initially served 50 youth to four grants that now offer services to 325 participants from 18 partnership high schools.

• **Developed an iBook That Focuses on College Preparation** – After years of searching for the ideal textbook that would incorporate every piece of relevant college preparation information, the program developed an iBook that allowed us to do just that. The iBook titled, “A Guide Towards Higher Education for First Generation Students” provides detailed college preparation information with text and embedded videos and PowerPoint presentations. The book is designed specifically for our six-week summer program format but still allows students to review the material throughout their senior year. The chapter titles include:
  - Chapter 1 – *Understanding College Admission Requirements*
  - Chapter 2 – *Exploring and Selecting a Major*
  - Chapter 3 – *Understanding How to Pay For College*
  - Chapter 4 – *Developing a 5 Year Graduation or Transfer Plan*

### III. Changes in Policies and Procedures

N/A

### IV. Resources Summary

**Budget Summary:**

**Original Upward Bound Grant**
June 1, 2014 – May 31, 2015
Served 125 participants

- 2014-2015 allocation $560,000
- 2013-2014 allocation 530,714
- Increase (29,286)
## Upward Bound II Grant
September 1, 2014 – August 31, 2015
Serves 76 participants

- 2014-2015 allocation $339,380
- 2013-2014 allocation 321,630
- Increase (17,750)

## Upward Bound Math & Science
September 1, 2014 – August 31, 2015
Serves 56 participants

- 2014-2015 allocation $250,000
- 2013-2014 allocation 236,925
- Increase $13,075

## Upward Bound STEM
October 1, 2014 – September 30, 2015
Serves 60 participants

- 2014-2015 allocation $250,000
- 2013-2014 allocation 236,925
- Increase $13,075

## Summer Foods Service Program
June 1, 2014 – May 31, 2015
Served 220 participants

- 2014-2015 allocation $46,124
- 2013-2014 allocation 45,885
- Increase $139

## Workforce Investment Act
July 1, 2014 – June 30, 2015
Served 54 participants

- 2014-2015 allocation $53,017
- 2013-2014 allocation 47,000
- Increase ($6,017)
Amy Kee Scholarship Endowment

- 2014-2015 total $27,429.20
- 2014-2015 contributions $2,052

Total funds for 2014-2015 $1,525,950.20

Staffing:

Permanent Staff (10)

Maria Moreno – Project Director, 14 years
Grant writing, fiscal and overall administrative oversight of 11 Projects, staff supervision, training and evaluation, program reporting.

Cesar Alvarez – Assistant Director, 15 years
Oversight of technology (purchase, maintenance, security, etc.), student recruitment, annual reporting to the U.S. Department of Education, computer science instructor during summer program.

Pauli Watts – Administrative Analyst, 16 years
Day to day fiscal oversight of projects, process reimbursements, check requests, cash requests, student stipend distribution, staff payroll.

Chue Yang – Analyst/Programmer, 8 years
Oversee File Maker Pro database to ensure accurate service delivery to students and annual reporting, computer science instructor during the summer program, design and maintenance of program’s website and servers.

Peggy Devol – Office Manager, 5 years
Provides administrative support to staff, oversees computer lab maintenance, supervises student assistants, ensures participant files have all required documentation and oversees inventory of program equipment.

Zach Barrett – Upward Bound Original Program Advisor, 8 years
Manages a caseload of 63 participants in the Original Program, provides academic advising and guidance, oversees the tutoring component, supervises tutors, plans college visits, serves as the liaison to four high schools, instructor for Senior Seminar course during the summer program.

Carmelo Miranda – Upward Bound Math & Science Program Lead Advisor, 5 years
Serves as the Lead amongst the five UB Program Advisors and facilitates monthly Advisor meetings to ensure consistency amongst four Projects, manages a caseload of 56 participants in the Math and Science Program, provides advising and guidance, oversees the maintenance of the program’s iPads, plans college visits, serves as the liaison to seven high schools, Instructor for Senior Seminar course during the summer program.

*Jasmine Ramos – Upward Bound II Program Advisor, 6 months*
Jasmine is the newest addition to our team, as she was hired in December of 2014. She is a graduate of our Math and Science Program, therefore is extremely familiar with our program. Jasmine graduated from CSU, Chico in the spring of 2013 with a Bachelor’s degree in Health Science Administration. While she earned her undergraduate degree, Jasmine also served as a Head Resident Advisor in our program. Jasmine oversees 76 Upward Bound II students from six partnership high schools.

*Maria Rivera-Xiong – Upward Bound STEM Program Advisor, 1 year*
Manages a caseload of 60 participants for our newest grant and serves as the liaison to six high schools, oversees the Cash 4 College Workshops, plans college visits for participants in their junior year of high school, manages the student leadership component during the summer program and is an Instructor for Senior Seminar course.

*Pa Vue – Upward Bound Original Program Advisor, 3 years*
Serves as the liaison to four partner high schools and manages a caseload of 62 participants, overall responsibility for planning and execution of annual career fair, graduation ceremony, senior celebration event, serves as the lead in tutor training and education as well as overseeing nine temporary summer program staff.

Temporary Staff (102)

62 employees are hired during the six-week summer residential program. The positions range from Resident Advisors, Instructors, Community Service Project Coordinators, Night Supervisors and Work Group Supervisors.

During the academic year, a total of 35-40 tutors are hired so that we are able to make meaningful contact with students at their respective high schools on a weekly basis. Overall, the program employs approximately 102 staff members annually.
Facilities/Equipment:

N/A

V. Program Evaluation for Past Year

Note: The following Annual Objectives data corresponds to the 2013-2014 academic year. Due to the U.S. Department of Education reporting requirements, Upward Bound grantees complete annual reports in December of every year, therefore 2014-2015 data is not yet available. All other information included in this report (highlights, program goals, etc.) correspond to the 2014-2015 academic year.

Annual Objectives 2013-2014

1. Academic Performance Grade Point Average (GPA): 75% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

Exceeded – 92% of the 325 participants served during the project year, had a cumulative GPA of 2.5 or better.

2. Academic Performance Test: 65% of UB seniors served during the project year, will have achieved at the proficient level on state assessments in reading/language arts and math.

Exceeded – 99% of the UB seniors served during the 2013-2014 project year achieved proficiency before graduating high school.

3. Secondary School Retention and Graduation: 85% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

Exceeded – 100% of participants served during the 2013-2014 academic year continued in school at the next grade level or graduated with a diploma.

4. Secondary School Graduation: 65% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate that year with a regular secondary school diploma.
Exceeded – 91% of participants graduated high school having completed A-G coursework.

5. **Postsecondary Enrollment:** 80% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately after high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).

Exceeded – 97% of graduates in 2014 enrolled in college immediately following high school.

6. **Postsecondary Completion:** 60% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g. spring term) as a result of acceptance but deferred enrollment, will attain either an associate’s or bachelor’s degree within six years following graduation from high school.

Not met - 44% of participants received their degree within six years, although the data shows that the majority of the remaining participants (approximately 20%) were still enrolled in their seventh year.

VI. Ongoing Assessment Efforts

**Statistics on Program Usage**

Online Tutoring Program at Lindhurst High School

- **Weekly contact jumped from 87% to 93%**
  - Upward Bound regulations state weekly contact must be made with every participant. The traditional face-to-face tutoring required the student to leave a class and attend tutoring. The new online format allows students to access tutoring services from home and on weekends, therefore increasing the percentage that sought tutoring services because of the flexibility.

- **62% of contact was 45 minutes or more**
  - Permitting students to check out a laptop and iPad and connect with their tutor from home allowed for longer tutoring sessions. Before the introduction of online tutoring, only 33% of tutoring sessions were 45 minutes or longer. Online tutoring allowed for a 29% increase.
Upward Bound Office Computer Lab

- Students accessed the computer lab 6,537 times in the 2014-2015 school year.
  - The UB office has 25 desktop computers and free printing accessible to former participants now attending CSU, Chico. The program also has an equipment loan program where students can check out a laptop computer for a two-week span.

2014 Summer Residential Program

- 17 academic courses offered
  - Physics, calculus, anatomy, College English, Japanese, Robotics and Computer Science were some of the many courses offered to participants. A survey of summer program participants reported 86% felt more prepared for future coursework at their respective high schools.
- 126 hours of Instruction
  - 201 participants completed the summer program with more than one hundred hours of instruction that served as preparation for the following academic year. Aside from class time, students also received up to three hours of daily tutoring to assist with comprehension of coursework.

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

- **Create Alumni Tracking Database** – Although extensive data is collected for participants while in high school, the same is not true as they leave our program and graduate from various postsecondary institutions. We are currently building an Alumni database that will warehouse the most up to date contact information of former program participants. With assistance from professional and social media sites as well as national alumni tracking programs, we hope to record contact information for at least 100 former students in the next academic year. Alumni are a great resource as they serve as role models and mentors for our current participants. We constantly seek our alumni for our career fairs, as guest speakers and for professional panels.

- **Restructure Temporary Staff Positions** – Upward Bound employs an average of 100 temporary staff in one calendar year. With the minimum wage increase set to take effect in January of 2016 and the sick leave hour policy for temporary workers just put in place July of 2015, we must evaluate our personnel budget. These two laws will translate to a potential $26,000 increase in personnel funds that will need to be cut from somewhere else. Introducing online tutoring to more schools and perhaps
virtual advising, will hopefully allow us to balance competitive pay for employees and little to no decrease in services to students.

VIII. Goals for the next academic year

- **Expand Online Tutoring Program** – The online tutoring pilot program at Lindhurst High School was such a success, that we are working to replicate it for the 2015-2016 academic year. Plans are currently underway to purchase the necessary technology (10 additional laptops and 10 iPads) to move to a strictly online tutoring format at either Red Bluff or Oroville High School. Red Bluff is an 88 mile round trip, so the online format would eliminate travel costs altogether ($1,250 in mileage reimbursements and $2,100 in tutor wages for travel time). Aside from financial gains, the participants would benefit from greater access to technology via our laptop and iPad loan program. Although Oroville High School is not a far distance, there are many benefits to switching to an online tutoring program. Upward Bound currently serves 32 participants at Oroville HS and many take rigorous advanced placement courses that make it difficult for them to leave class and attend a tutoring session. Online tutoring would allow them access to tutoring from home, whether it be weeknights or weekends.

- **Grow Amy Kee Scholarship Endowment** – Amy Kee served as a Resident Advisor for our program in the summer of 2000. Sadly, she passed away in the spring of 2001, but her family spoke of how much Amy loved working with Upward Bound students. With the help of her family, a scholarship endowment was created that awards financial assistance to CSU, Chico Upward Bound graduating high school seniors. In fourteen years, Amy’s scholarship has helped fund the education of 33 Upward Bound students. We would like to award four scholarships annually, but in order to reach that goal, we need to grow the endowment. With assistance from the Office of Advancement, a new Amy Kee Scholarship brochure will be created by the fall of 2015 to solicit contributions. Plans are also underway to distribute an annual newsletter to program alumni that will serve to connect them back to our program and encourage them to contribute towards the next generation of Upward Bound students.

- **Prepare Students for Careers in Medicine** – A large majority of our two Upward Bound Math and Science Program participants are interested in entering the field of medicine. Currently, participants take part in visits to local medical facilities that give them a good introduction to the many medical careers available, but we plan on expanding those efforts. Staff is currently looking into introductory coursework or career placements that would give participants a hands-on introduction to medicine.