

ANNUAL REPORT 2015-2016

Early Outreach and Support Programs

Educational Opportunity Program



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 have experienced economic, educational, and/or environmental barriers, but display the potential to succeed in post-secondary education and to assist the university in the matriculation, retention, and graduation of EOP students.

Department Goals (Last revised June 2016):

1. 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. (Division goals 1, 2, 3; University strategic priorities 1, 3)
2. EOP will promote social, cultural, and ethnic diversity in the CSU, Chico campus population. (Division goal 2; University strategic priorities 4, 7, 8)
3. EOP will educate and inform students, faculty, and staff about program services and accomplishments. (Division goal 1, 2; University strategic priorities 1, 2, 4, 5, 8)
4. 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. (Division goals 1, 2; 3; University strategic priorities 2, 4, 5, 8)
5. EOP will encourage student participation and involvement in the CSU, Chico campus community and the community of Chico as a whole. (Division goals 1, 2; University strategic priorities 1, 4, 6, 7, 8)

II. Department Accomplishments

- Invited all incoming first year students to Summer Bridge 2016
- 4 EOP Staff positions were re-classified
- One of our EOP Dream students received the Trustee Award
- Significant Increase in attendance for our Study Hall sessions
- Expanded field school trips from one to two per academic year
- Increased the number of iClickers our students can access

Highlights:

- **Invited all EOP FTF to Summer Bridge** – Summer Bridge 2016 invited all incoming EOP admits to participate. We no longer are partnered with Chico Student Success Center per mutual agreement. We brought in a total of 189 first year admits and approved 7 petitions for extenuating circumstances to be in EOP and not attend SB. This is the first year for the expanded version of Summer Bridge to invite all incoming freshman. The program continues to be two weeks, with math and study skills components in place. A total of 156 students participated in the math component to satisfy their Early Start requirements for math. Of the 156 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.
- **One of our EOP DREAM students received Trustee Award** – One of our students was awarded the prestigious CSU Trustee award for outstanding achievement.
- **Significant increase in Study Hall attendance** – Students are offered a quiet space to access for study time in our conference room. This year we provided snacks and noticed a significant increase in student participation.

Diversity Efforts:

- This past spring, weekly staff meetings dedicated one meeting per month to bringing in a speaker regarding a diversity topic. The staff was polled as to what areas they would like to learn more about. So far, we have had speakers on mental health issues, LGBTQA, and religious diversity. We intend to continue this practice next year.
- Diversity was added as part of the Summer Bridge goals and a Diversity Presentation is now part of our Summer Bridge program.

III. Changes in Policies and Procedures

- **Summer Bridge** – Summer Bridge 2016 invited all incoming EOP admits to participate. We no longer are partnered with Chico Student Success Center per mutual agreement. We brought in a total of 189 first year admits and approved 7 petitions for extenuating circumstances to be in EOP and not attend SB. This is the first year for the expanded version of Summer Bridge to invite all incoming freshman. The program continues to be two weeks, with math and study skills components in place. A total of 156 students participated in the math component to satisfy their Early Start requirements for math. Of the 156 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.

IV. Resources Summary

Resource Allocation:

• EOP budget allocation for 2015-2016 (includes rollover from 2014-2015)	\$1,026,554
• Other one-time reimbursements (VPSA, etc.)	19,179
• Student Learning Fee allocation	14,600
• Work Study allocation for 2015-2016 (includes SLC)	80,000
• Total allocation	1,140,333
• Annual Expense – EOP	(1,024,470)
• Unused Work Study	(6)
• Annual Expense – Summer Bridge (2015)	(158,245)
• Projected Balance	(\$42,388)

Human Resources:

- Paraprofessional Advisors – This past year, we lost two of our Paraprofessional Advisors mid-way through the spring semester, one due to a full-time career position and the other due to a family emergency. Since it was already late in the academic year, first year students were absorbed by EOP advisors who will be meeting with them in their second year.
- Three EOP advisor positions were reclassified by the end of the fall semester. In addition, one of the ASC positions was also reclassified.
- There were lots of career staff changes as well. The Associate Director retired in December after 35 years of service. The EOP FYE Coordinator was appointed Interim Associate Director. The Second Year Advisor was appointed Interim EOP FYE Coordinator, and another EOP Advisor was hired in January, as well an EOP Advisor left the area for another position. This leaves us with 3 individuals in relatively new positions and one less EOP Advisor.

Facilities/Equipment:

- Information Services will be providing new laptops to loan out to EOP, SSS, and Foster Youth students.
- Through an affordable Learning Solutions grant, Academic Affairs is providing 100 clickers to EOP.
- Reserving rooms (especially large capacity rooms) and computer labs for Summer Bridge continues to be a source of frustration for staff.

V. Program Assessment of Past Year

Program Objectives for 2015-2016

1. EOP will meet with all continuing students who are on academic probation.
Ongoing – EOP Advisors and Interns focused on reaching out to EOP students on AP to meet with them on a regular basis to develop a plan of action for getting off of AP.
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.
In Progress – The FYE Coordinator went to a 12 month position in November. However, in January she was appointed as the Interim Associate Director so she was not able to focus on programming. An Interim FYE Coordinator was also appointed in January so everyone involved has a new role to learn.
3. EOP will build upon our efforts to educate the university about EOP students and the services that EOP provides.
Ongoing – Advisors met with department chairs and deans during their department meetings to share data and information about EOP students and our services. Staff also asked them to encourage faculty to complete progress reports to help us with advising and supporting our students.
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.
Met/Ongoing – For the fall 2016 application cycle, EOP Admissions attempted a different approach to manage the increasing number of EOP applications and the number of admission offers. EOP Advisors focused on several priorities while evaluating applications. These priorities included: service area applicants, established partnerships (Chico Upward Bound student, Chico Educational Talent Search applicants, and applicants from CSSC partnership schools) and applicants from underrepresented groups (Native Americans, African Americans, and males from all groups). These efforts yielded a smaller number of admission offers yet maintained the target number for Summer Bridge attendance and fall 2016 enrollment. EOP Admissions will continue to evaluate and revise the admissions process to ensure equitable access to the program.

Ongoing Assessment Efforts:

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

Admissions Category	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Freshmen Exception	58	46	34	32	44
Freshmen Regular	176	168	172	179	171
Transfer Exception	0	0	0	0	0
Transfer Regular	59	58	51	55	49
Transfer Regular "S"	0	0	0	0	0
Total	293	272	257	266	264

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

Admissions Category	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Freshmen Exception	0	3	0	0	0
Freshmen Regular	4	1	5	2	0
Transfer Exception	0	0	0	0	0
Transfer Regular	0	0	0	0	0
Transfer Regular "S"	0	0	0	0	0
Total	4	4	5	2	0

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

Ethnicity	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	EXC	REG	EXC	REG	EXC	REG	EXC	REG	EXC	REG
African American	12	20	11	8	8	13	10	21	7	19
American Indian	0	3	0	3	0	3	0	1	0	3
Asian American	9	48	8	50	3	39	4	39	6	38
Filipino	0	0	0	0	0	0	0	0	0	0
Mexican American	34	125	27	114	22	156	16	137	29	138
Other Latino	0	0	0	0	0	0	0	0	0	0
Pacific Islander	0	2	0	1	0	1	0	1	0	0
Unknown	1	6	0	10	0	3	0	3	1	0
White/Non-Latino	0	26	2	36	1	20	0	29	1	17
2 or More Ethnicities	2	9	1	5	0	9	2	14	0	5
Total	58	239	49	227	34	244	32	245	44	220

Persistence Data for Freshmen (Primary Goal 2)

Cohort: Fall 2011		
All EOP Freshmen		
	Total enrolled	% persistence
Fall 2011	238	
Spring 2012	234	98%
Fall 2012	213	89%
Spring 2013	207	87%
Fall 2013	191	80%
Spring 2014	185	78%
Fall 2014	176	74%
Spring 2015	168	71%
Fall 2015	148	62%
Spring 2016	129	54%

Cohort: Fall 2012		All EOP Freshmen	
	Total enrolled	% persistence	
Fall 2012	218		
Spring 2013	213	98%	
Fall 2013	195	89%	
Spring 2014	193	89%	
Fall 2014	180	83%	
Spring 2015	170	78%	
Fall 2015	159	73%	
Spring 2016	155	71%	

Cohort: Fall 2013		All EOP Freshmen	
	Total enrolled	% persistence	
Fall 2013	211		
Spring 2014	208	97%	
Fall 2014	195	92%	
Spring 2015	191	91%	
Fall 2015	176	83%	
Spring 2016	174	82%	

Cohort: Fall 2014		All EOP Freshmen	
	Total enrolled	% persistence	
Fall 2014	214		
Spring 2015	210	98%	
Fall 2015	195	91%	
Spring 2016	190	89%	

Cohort: Fall 2015		All EOP Freshmen	
	Total enrolled	% persistence	
Fall 2015	216		
Spring 2016	214	99%	

EOP Total Student Enrollment Ethnicity (Primary Goal 3)

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	90	101	92	93	97
American Indian	17	5	15	13	14
Asian American	277	288	275	263	235
Filipino	1	0	0	0	0
Mexican American	518	555	672	691	703
Other Latino	16	44	3	7	2
Pacific Islander	6	5	4	4	2
Unknown	28	30	25	18	16
White\Non-Latino	125	122	119	123	107
2 or More Ethnicities*	40	33	36	47	44
Total	1118	1183	1241	1259	1220

Total EOP Students by GPA (Primary Goal 2)

GPA	Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016	
	#	%	#	%	#	%	#	%	#	%
3.5 +	82	8	106	9	120	10	105	9	152	13
3.0 to 3.49	238	22	272	23	280	24	289	24	290	25
2.5 to 2.99	367	33	378	32	418	35	380	32	352	30
2.0 to 2.49	298	28	316	27	264	22	327	27	270	23
1.99 & below	94	9	94	8	109	9	93	8	95	8
Total	1079	100	1166	100	1191	100	1192	100	1159	100
2.0 or better		91		92		91		92		92

EOP FTF Students by GPA* (Primary Goal 2)

GPA	Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016	
	#	%	#	%	#	%	#	%	#	%
3.5 +	17	7	37	17	24	12	26	12	42	20
3.0 to 3.49	65	28	59	28	52	25	43	20	56	27
2.5 to 2.99	71	30	49	23	60	29	73	35	45	21
2.0 to 2.49	46	20	46	22	45	22	33	16	38	18
1.99 & below	35	15	22	10	27	13	35	17	30	14
Total	234	100	213	100	208	100	210	100	211	100
2.0 or better		85		90		87		83		86

***Note:** This is a new table now being reported for analysis purposes: Spring 2012, 2013, and 2014 cohorts participated in a 7-day Summer Bridge. Spring 2015 and 2016 cohorts participated in an Expanded 12-day Summer Bridge.

Total EOP Students by Class Level (Primary Goal 2)

	Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016	
	#	%	#	%	#	%	#	%	#	%
Freshmen	252	23	246	21	231	19	228	19	227	20
Sophomore	228	21	235	20	221	19	251	21	224	19
Junior	258	24	297	25	275	23	285	24	274	24
Senior	341	32	388	33	464	39	428	36	434	37
Total	1079		1166		1191		1192		1159	

Computer Lab Usage (Primary Goal 2)

	Total Students that used Computer Lab at Least Once	Total EOP Students	Total Percentage
Fall 2011	596	1117	53.36
Spring 2012	504	1063	47.41
Fall 2012	749	1207	62.05
Spring 2013	668	1175	56.85
Fall 2013	769	1254	61.32
Spring 2014	740	1204	61.46
Fall 2014	859	1273	67.48
Spring 2015**	0	0	0.00
Fall 2015	744	1220	60.98
Spring 2016	775	1159	66.87

****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 sixth 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 93% 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 attended a “Reality Check” workshop or made special arrangements. Twenty-five students were required to attend the “Reality Check” workshop during the fall 2015 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 25 students required to attend “Reality Check”, 23 completed the workshop or attended an individual meeting. Eleven (44%) avoided academic probation; 14 (56%) finished the fall 2015 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. – EOP first year students with below a 2.0 after their first semester are required to attend a series of workshops called “Fresh Start” in the spring. (This program was also extended to TRiO Student Support Services first year participants, however, the results below are only applicable to EOP students.) 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. 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 2016, 35 first year students out of 216 were required to attend “Fresh Start”. This was 16% of first year students (compared to 12.1% in spring 2015, 15% in spring 2014, 11.4% in spring 2013; 13% in spring 2012, and 16% in spring 2011). Thirteen (37.1%) ended the semester in good academic standing, 9 improved yet remain on academic probation, 3 students improved but are still in DQ range. In addition, 3 did not improve and remained on academic probation and 7 more were disqualified.

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. – Summer 2015 was the second trial of the expanded Summer Bridge program. In 2015, EOP partnered with the Chico Student Success Center to bring in a total of 196 first year admits. A total of 178 students participated in the math component to satisfy their Early Start requirement for math. Of the 178 math participants, 78 scored high enough on the ELM to move up to the next level of math or satisfy the Early Start remedial math requirement completely.

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

- Since we are down an EOP Advisor, we are seeking a graduate intern to help with some of the projects and academic advising during drop-in times. This will alleviate some of the workload of the remaining staff.
- 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 are working with FYE to create a U-course for our non-Courselink students, offering them an opportunity to continue building community with their peers after Summer Bridge.
- The Summer Bridge expansion needs to be evaluated now that we have changed who participates. We need to look at the data and

feedback that we have from Summer Bridge 2016 and determine what needs to be changed, deleted, added, or improved upon to make next year more successful.

- Space continues to be an issue for large room access. Reserving facilities is limited and summer projects limit larger classroom accessibility during Summer Bridge. In addition, those reservations are not generally updated and received by FMS or boiler/chiller room, leaving some rooms unlocked at the scheduled times, incorrectly set up, or uncomfortably warm.
- 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.
- With the large increase in first generation students and programs like ours at capacity, we need to work with campus partners to find ways not to duplicate services so as many students as possible who need our support can receive it.

VII. Program Objectives for 2016-2017

1. EOP will continue to meet with all continuing students who are on academic probation.
2. EOP will stabilize its temporary staffing positions.
3. EOP will work with FYE to create a U-course offering for EOP students who are not enrolled in a Courselink.