

ANNUAL REPORT 2016-2017

Early Outreach and Support Programs

Educational Opportunity Program

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 reviewed June 2017):

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

- Secured additional UNIV 101 and CMST 132 sections for all incoming first-time freshmen
- Collaborated with FYE to submit a proposal for UNIV 101 to satisfy GE requirement
- Submitted successful GI 2025 proposal for ALEKS online math pilot
- Submitted successful GI 2025 proposal for supplemental student staff support for EOP graduating seniors
- Implemented Laptop loan out program

Highlights:

- **Secured additional UNIV 101 and CMST 132 sections for all incoming first-time freshmen** – Collaborated with FYE and CMST departments to secure additional sections of UNIV 101 and CMST 132 to accommodate all of our incoming first-time freshmen. In order to build community and a sense of belonging with EOP and CSU, Chico we wanted to expand the FYE component and course offerings.
- **Collaborated with FYE to submit a proposal for UNIV 101 to satisfy GE requirement** – Working closely with FYE and submitting a proposal to request GE status for UNIV 101 aligns nicely with GI 2025 targets.
- **Submitted successful GI 2025 proposal for ALEKS online math pilot** – We piloted a math course (ALEKS) during Summer Bridge for our students who need to take developmental math. One week of access was granted during Summer Bridge; the other 5 weeks will continue after Summer Bridge with the intent of more students testing into college level math.

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. This past year, we had speakers on the Accessibility Resource Center, healthy bodies at every size, and allyship/advocacy/activism. We intend to continue this practice next year.
- Diversity was added as part of the Summer Bridge goals and a Diversity Presentation is a consistent part of our Summer Bridge program.

III. CHANGES IN POLICIES AND PROCEDURES

- **Summer Bridge** – Summer Bridge 2017 we piloted an online math course (ALEKS). ALEKS is an online math learning system, which assesses students’ specific areas of math competency and caters the lesson plans and homework to the individual learner. The instructors are able to run real time reports and students’ progress and cater instruction to students’ needs.

IV. RESOURCES SUMMARY

Resource Allocation:

EOP budget allocation for 2016-2017 (no rollover from 2015-2016)	\$1,010,345
Other one-time dollars/reimbursements (VPSA, SLC SI, Special Endowment Award, etc.)	\$134,359
Work Study allocation for 2016-2017 (includes SLC)	\$93,700
Total allocation	\$1,238,404
Annual Expense – EOP (includes SLC GF student salaries)	(\$1,084,004)
Unused Work Study	(\$6)
Annual Expense – Summer Bridge (2016)	(\$143,267)
Projected Rollover Balance	\$11,127

Human Resources

- All career staff vacancies have been filled. Cecilia Santillan-Robles was hired as the Associate Director in December. Dawn Frank was hired as the EOP FYE Coordinator in February. Aiko Reed was hired as an EOP Advisor in June.
- Due to an increased number of completed applications and in order to accomplish the admissions and financial aid timelines, we hired a special consultant in the spring to assist in reviewing EOP admission files.
- With GI 2025 funding, we were able to hire a graduate intern to provide intentional support to seniors with pending units.

Facilities/Equipment

- 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 2016-2017

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. EOP will stabilize its temporary staffing positions.
Met – The Interim Associate Director position was filled in December. The Interim FYE Coordinator position was filled in February. The probationary/permanent advisor position was filled in June.
3. EOP will work with FYE to create a U-course offering for EOP students who are not enrolled in Courselink.
Met – EOP was able to secure additional sections of UNIV 101 and CMST 132 to accommodate all of our incoming first-time freshmen.

Ongoing Assessment Efforts:

Breakdown by Admissions Category: EOP Bonafide Enrolled (Primary Goals 1 and 2)

Admissions Category	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Freshmen Exception	46	34	32	44	65
Freshmen Regular	168	172	179	171	126
Transfer Exception	0	0	0	0	0
Transfer Regular	58	51	55	49	63
Transfer Regular "S"	0	0	0	0	0
Total	272	257	266	264	254

Breakdown by Admissions Category: Non-bona Fide EOP Enrolled (Primary Goal 1 and 2)

Admissions Category	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Freshmen Exception	3	0	0	0	2
Freshmen Regular	1	5	2	0	4
Transfer Exception	0	0	0	0	0
Transfer Regular	0	0	0	0	0
Transfer Regular "S"	0	0	0	0	0
Total	4	5	2	0	6

EOP Ethnicity Of Enrolled Admits – Fall Semesters (Primary Goal 2)

Ethnicity	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	EXC	REG	EXC	REG	EXC	REG	EXC	REG	EXC	REG
African American	11	8	8	13	10	21	7	19	11	16
American Indian	0	3	0	3	0	1	0	3	0	2
Asian American	8	50	3	39	4	39	6	38	3	31
Filipino	0	0	0	0	0	0	0	0	0	0
Mexican American	27	114	22	156	16	137	29	138	48	109
Other Latino	0	0	0	0	0	0	0	0	0	0
Pacific Islander	0	1	0	1	0	1	0	0	2	1
Unknown	0	10	0	3	0	3	1	0	0	4
White/Non-Latino	2	36	1	20	0	29	1	17	1	21
2 or More Ethnicities	1	5	0	9	2	14	0	5	2	9
Total	49	227	34	244	32	245	44	220	67	193

Persistence Data for Freshmen (Primary Goal 1)

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%
Fall 2016	115	53%
Spring 2017	91	42%

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%

Cohort: Fall 2013		All EOP Freshmen	
Spring 2016	174		82%
Fall 2016	162		77%
Spring 2017	159		75%

Cohort: Fall 2014		All EOP Freshmen	
	Total enrolled		% persistence
Fall 2014	214		
Spring 2015	210		98%
Fall 2015	195		91%
Spring 2016	190		89%
Fall 2016	175		82%
Spring 2017	173		81%

Cohort: Fall 2015		All EOP Freshmen	
	Total enrolled		% persistence
Fall 2015	216		
Spring 2016	214		99%
Fall 2016	191		88%
Spring 2017	186		86%

Cohort: Fall 2016		All EOP Freshmen	
	Total enrolled		% persistence
Fall 2016	195		
Spring 2017	189		97%

4- and 6-year Graduation Rates (Primary Goal 1)

Fall Semester	Cohort Count	Percent of Cohort Graduating			
		4 Year Grad Total	4 Year Grad %	6 Year Grad Total	6 Year Grad %
1995	175	9	5%	39	22%
1996	188	2	1%	45	24%
1997	180	11	6%	58	32%
1998	203	10	5%	61	30%
1999	220	18	8%	77	35%
2000	170	3	2%	56	33%
2001	200	10	5%	68	34%
2002	211	11	5%	63	30%
2003	197	12	6%	87	44%
2004	160	13	8%	74	46%
2005	211	15	7%	99	47%
2006	214	17	8%	103	48%
2007	173	7	4%	62	36%
2008	200	6	3%	94	47%
2009	228	25	11%	123	54%
2010	215	15	7%	144	67%
2011	237	14	6%		
2012	219	33	15%		

Note: This is a new table for Graduation Initiative purposes.

EOP Total Student Enrollment Ethnicity (Primary Goal 2)

Ethnicity	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American	101	92	93	97	100
American Indian	5	15	13	14	9
Asian American	288	275	263	235	204
Filipino	0	0	0	0	0

Ethnicity	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Mexican American	555	672	691	703	686
Other Latino	44	3	7	2	0
Pacific Islander	5	4	4	2	5
Unknown	30	25	18	16	1
White\Non-Latino	122	119	123	107	98
2 or More Ethnicities*	33	36	47	44	38
Total	1183	1241	1259	1220	1141

Total EOP Students by GPA (Primary Goal 1)

GPA	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017	
	#	%	#	%	#	%	#	%	#	%
3.5 +	106	9	120	10	152	13	105	9	124	14
3.0 to 3.49	272	23	280	24	290	25	289	24	224	25
2.5 to 2.99	378	32	418	35	352	30	380	32	283	31
2.0 to 2.49	316	27	264	22	270	23	327	27	235	26
1.99 & below	94	8	109	9	95	8	93	8	51	6
Total	1166	100	1191	100	1159	100	1192	100	917	100
2.0 or better		92		91		92		92		94

EOP FTF Students by GPA* (Primary Goal 1)

GPA	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017	
	#	%	#	%	#	%	#	%	#	%
3.5 +	37	17	24	12	26	12	42	20	23	12
3.0 to 3.49	59	28	52	25	43	20	56	27	34	18
2.5 to 2.99	49	23	60	29	73	35	45	21	65	35
2.0 to 2.49	46	22	45	22	33	16	38	18	36	19
1.99 & below	22	10	27	13	35	17	30	14	28	15
Total	213	100	208	100	210	100	211	100	186	100
2.0 or better		90		87		83		86		85

*Note: This is a new table now being reported for analysis purposes: Spring 2013 and 2014 cohorts participated in a 7-day Summer Bridge. Spring 2015, 2016, and 2017 cohorts participated in an Expanded 12-day Summer Bridge.

Total EOP Students by Class Level (Primary Goal 1)

	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017	
	#	%	#	%	#	%	#	%	#	%
Freshmen	246	21	228	19	231	19	227	20	214	19
Sophomore	235	20	251	21	221	19	224	19	211	19
Junior	297	25	285	24	275	23	274	24	282	26
Senior	388	33	428	36	464	39	434	37	396	36
Total	1166		1192		1191		1159		1103	

Computer Lab Usage (Primary Goal 1)

	Total Students that used Computer Lab at Least Once	Total EOP Students	Total Percentage
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
Fall 2016	736	1151	63.94
Spring 2017	672	1099	61.15

**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 seventh 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. This past year, 90% of our first year students passed 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. Thirty-one students were required to attend the “Reality Check” workshop during the fall 2016 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 31 students required to attend “Reality Check”, 31 completed the workshop or attended an individual meeting. Fifteen (48%) avoided academic probation; 16 (52%) finished the fall 2016 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 to explore social and emotional learning (SEL) so they can clear their academic standing with the university as well as increase their understanding of self-awareness, self-management, social awareness, relationship skills and decision making, and how they inform their academics. Ninety minute workshops were held for five 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 – Anxieties and Fears
- Week 3 – Academic/Classroom Strategies – Values, Attributes and Shortcomings – Navigating Campus Resources
- Week 4 – Learning Strategies
- Week 5 – Goal Setting

In spring 2016, 45 first year students out of 189 were required to attend “Fresh Start”. This was 23% of first year students (compared to 16% in spring 2016, 12.1% in spring 2015, 15% in spring 2014, 11.4% in spring 2013; and 13% in spring 2012). Twenty-three (51.1%) ended the semester in good academic standing, 9 improved yet remain on academic probation, 4 students improved but are in DQ range, while 5 students’ GPA’s declined and are in DQ range. In addition, 1 student did not improve and remained on academic probation and 3 students withdrew.

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 2016 was the third trial of the expanded Summer Bridge program. In 2016, EOP brought in a total of 189 first year admits. A total of 141 students participated in the math component to satisfy their Early Start requirement for math. Of the 141 math

participants, 89 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

- 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 has secured additional sections of the courselink offered to all incoming first-time freshmen. These additional sections will foster a sense of community and belonging and will hopefully enhance our persistence rates.
- The Summer Bridge expansion needs to be evaluated now that we have changed who participates. As more students enter with college level credit coursework completed, EOP will need to accommodate larger numbers of participants in the study skills component.
- EOP has a commitment to the original ideals of the program. We will need to continue to maximize efforts to prioritize our exceptional admit pool.
- As technology needs increase, we are challenged to secure enough large computer labs to provide stations for all of our students. Reserving computer labs and accessibility during Summer Bridge has always been a challenge and this summer was no different.
- Our EOP admissions process needs to keep pace with admissions and financial aid timelines. Hiring supplemental assistance this past cycle was instrumental in meeting these deadlines. We will continue to look for ways to shorten the amount of time it takes to review files.
- 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 continue to need additional resources to focus on social activities and programming.
- We need to focus more on life after college preparation for our students.
- We need to continue to be more intentional about educating the campus community on who our students are and the services we provide.
- As changing in remediation are implemented throughout the CSU system, we will need to anticipate how this will impact Summer Bridge and our first-time freshmen.
- With the continued large increase in first generation college students and our program at capacity, we need to work with campus partners to find ways not to duplicate services.

VII. PROGRAM OBJECTIVES FOR 2017-2018

1. EOP will continue to meet with all continuing students who are on academic probation.
2. Increase the number of participants for the Graduate Diversity Forum.
3. Analyze data and impact of the ALEKS online math course.
4. Analyze GI 2025 data and impact of supplemental student support.