

ANNUAL REPORT 2017-2018

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 2018):

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

- Transitioned to a new Admissions application system (CalState Apply) along with a revised database system.
- Implemented new Admissions review process to help manage the increase in applications.
- CSU Chico EOP hosted the annual Student Leadership Conference for Northern Region 5.
- Successful campus collaboration implement EO 1110.
- Implemented a new print management system for the EOP computer lab.

Highlights:

- **Implemented new Admissions review process to help manage the increase in applications** – For the fall 2018 cycle, EOP received 10,917 freshman and transfer applications (by comparison 4,677 combined applications were received for fall 2017). The revised process helped to ensure 1,663 applicants completed their admissions file resulting in 773 admits with the goal of enrolling 200 first time freshmen and approximately 150 transfers.
- **CSU Chico EOP hosted the annual Student Leadership Conference for Northern Region 5** – On November 4, 2017, CSUC EOP hosted 4 CSU campuses (Humboldt, Sacramento, Cal-Maritime and Sonoma). There were a total of 30 students and 9 staff that participated. The conference focused on EOP history, what each campus offers their students, and the future of EOP. The LEAD conference was on the same day, and therefore EOP students were able to benefit from the keynote address (founder of Undocumedia).
- **Successful campus collaboration to help the implementation of EO 1110** – Two professional staff were active participants on a campus wide committee charged with the implementation of EO 1110. In addition, the EOP Assessment Coordinator facilitated faculty development of the course re-design and helped provide library resources of over 100 articles. Articles included topics of diversity and inclusion, access and equity, pedagogy and curriculum, and first generation college students.

Diversity Efforts:

- Participated in the 2nd Annual First Gen Trailblazer Symposium and presented on the history of EOP.
- Facilitated and participated in the campus wide Faculty/Staff Diversity Summit.
- Presented a workshop to the Inclusive Learning Academy for faculty development on inclusive learning and teaching.
- Participated in the Black/African American Student Summit.
- EOP Interns programmed a fall cultural event for CSUC students to participate in the Dia de los Muertos Altar. In the spring, they coordinated a private tour for students to attend the Museum of Anthropology Exhibit, "When imprisoned at Home: Japanese Internment Camps".

III. CHANGES IN POLICIES AND PROCEDURES

Summer Bridge – Summer Bridge 2018 piloted a different format for delivering Math curriculum. In partnership with Math faculty, a mini-STEM academy format was utilized. Students would learn mathematical concepts in the classroom, then work in groups to produce an activity or project to help them learn how to apply that learned concept.

IV. RESOURCES SUMMARY

Resource Allocation:

Budget allocation for 2017-2018 (no rollover from 2016-2017)	\$1,212,941
Other one-time dollars/reimbursements (VPSA, GI 2025, technology, etc.)	\$161,101
Work Study allocation for 2017-2018 (EOP only)	\$46,530
Total allocation	\$1,420,572
Funds transferred to SLC	(\$196,708)
Funds transferred to FYP	(\$7,828)
Projected Annual Expense	(\$1,010,506)
Unused Work Study	(\$4)
Annual Expense – Summer Bridge (2017)	(\$154,327)
Projected Balance	\$51,199

Human Resources

- Dawn Frank applied for and was hired as the Associate Director for the Student Learning Center, therefore leaving her EOP FYE Coordinator position vacant. Xia "Billy" Lo was hired as the new EOP FYE Coordinator in January 2018.
- Due to continued increase in the number of completed applications and in order to meet the Admissions and Financial Aid timelines, EOP hired a special consultant in the spring to assist in reviewing admission files.

Facilities/Equipment

Reserving rooms (especially large capacity rooms) and computer labs for Summer Bridge continues to be a challenge

V. PROGRAM ASSESSMENT OF PAST YEAR

Program Objectives for 2017-2018

1. EOP will continue to 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. Increase the number of participants for the Graduate Diversity Forum.
Met – EOP coordinates the North State California Forum for Diversity in Graduate Education. In 2017, 41 students signed up and only 30 attended the event at UC Merced. In 2018, 46 students signed up and 36 students attended.
3. Analyze data and impact of the ALEKS online math course.
Met –Through funding from the Graduate Initiative, EOP 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 continued after Summer Bridge with the intent of more students testing into college level math. Students were able to take the ELM during SB, as well as EOP offering a second chance to those who actively accessed ALEKS for another attempt at taking the ELM. Of the 119 who took the ELM the first time, there were 70 that either advanced a level or advanced to GE math. The 43 students who actively used ALEKS were invited to take the second ELM and also invited to take a prep ELM workshop. Only 5 attended the ELM prep workshop. Of the 43 invited, only 15 took the second ELM and 10 passed it to be eligible to take GE math.
4. Analyze GI 2025 data and impact of supplemental student support.
Met – Through funding from the Graduate Initiative, EOP was able to hire a graduate intern solely dedicated to working with students in their fourth year. The intern identified 63 students entering their fourth year, all of whom had fewer than 42 units remaining to graduate. Thirty six students had already applied for spring 2018 graduation. The remaining 27 had not applied for graduation and were contacted via email and telephone. Eight students made appointments with our graduate intern to review their remaining courses and possible options to be eligible for spring 2018 graduation. The 19 students who did not reply were sent follow up emails and phone calls. Four of the 19 students made appointments. The remaining 15 replied and either were not interested in or available to attend Winter or Summer Session courses, nor did they want to take more than 15 units their spring semester. Ultimately our intern’s efforts resulted in one student changing their graduation date from fall 2018 to spring 2018.

Ongoing Assessment Efforts:

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

Admissions Category	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Freshmen Exception	34	32	44	65	37
Freshmen Regular	172	179	171	126	156
Transfer Exception	0	0	0	0	0
Transfer Regular	51	55	49	63	54
Transfer Regular “S”	0	0	0	0	0
Total	257	266	264	254	247

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

Admissions Category	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Freshmen Exception	0	0	0	2	1
Freshmen Regular	5	2	0	4	1
Transfer Exception	0	0	0	0	0
Transfer Regular	0	0	0	0	0
Transfer Regular “S”	0	0	0	0	0
Total	5	2	0	6	2

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

Ethnicity	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	EXC	REG	EXC	REG	EXC	REG	EXC	REG	EXC	REG
African American	8	13	10	21	7	19	11	16	7	27
American Indian	0	3	0	1	0	3	0	2	0	2
Asian American	3	39	4	39	6	38	3	31	2	42
Filipino	0	0	0	0	0	0	0	0	0	0
Mexican American	22	156	16	137	29	138	48	109	27	100
Other Latino	0	0	0	0	0	0	0	0	0	0
Pacific Islander	0	1	0	1	0	0	2	1	0	0
Unknown	0	3	0	3	1	0	0	4	0	5
White/Non-Latino	1	20	0	29	1	17	1	21	2	25
2 or More Ethnicities	0	9	2	14	0	5	2	9	0	10
Total	34	244	32	245	44	220	67	193	38	211

Persistence Data for Freshmen (Primary Goal 1)

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%
Fall 2016	162	77%
Spring 2017	159	75%
Fall 2017	139	66%
Spring 2018	114	54%

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%
Fall 2017	160	75%
Spring 2018	160	75%

Cohort: Fall 2015	All EOP Freshmen	
	Total enrolled	% persistence
Fall 2015	216	
Spring 2016	214	99%
Fall 2016	191	88%
Spring 2017	186	86%
Fall 2017	173	80%
Spring 2018	161	75%

Cohort: Fall 2016	All EOP Freshmen	
	Total enrolled	% persistence
Fall 2016	195	
Spring 2017	189	97%
Fall 2017	174	89%
Spring 2018	165	85%

Cohort: Fall 2017	All EOP Freshmen	
	Total enrolled	% persistence
Fall 2017	195	
Spring 2018	190	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%	138	58%
2012	219	33	15%	119	54%
2013	211	22	10%		

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

EOP Total Student Enrollment Ethnicity (Primary Goal 2)

Ethnicity	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
African American	92	93	97	100	116
American Indian	15	13	14	9	12
Asian American	275	263	235	204	193
Filipino	0	0	0	0	0
Mexican American	672	691	703	686	666
Other Latino	3	7	2	0	0
Pacific Islander	4	4	2	5	5
Unknown	25	18	16	1	1
White\Non-Latino	119	123	107	98	101
2 or More Ethnicities*	36	47	44	38	32
Total	1241	1259	1220	1141	1126

Total EOP Students by GPA (Primary Goal 1)

GPA	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018	
	#	%	#	%	#	%	#	%	#	%
3.5 +	120	10	152	13	105	9	124	14	120	14
3.0 to 3.49	280	24	290	25	289	24	224	25	209	24
2.5 to 2.99	418	35	352	30	380	32	283	31	282	32
2.0 to 2.49	264	22	270	23	327	27	235	26	226	25
1.99 & below	109	9	95	8	93	8	51	6	51	6
Total	1191	100	1159	100	1192	100	917	100	888	100
2.0 or better		91		92		92		94		94

EOP FTF Students by GPA* (Primary Goal 1)

GPA	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018	
	#	%	#	%	#	%	#	%	#	%
3.5 +	24	12	26	12	42	20	23	12	33	17
3.0 to 3.49	52	25	43	20	56	27	34	18	44	23
2.5 to 2.99	60	29	73	35	45	21	65	35	48	25
2.0 to 2.49	45	22	33	16	38	18	36	19	33	17
1.99 & below	27	13	35	17	30	14	28	15	31	16
Total	208	100	210	100	211	100	186	100	189	100
2.0 or better		87		83		86		85		84

*Note: The Spring 2014 cohort participated in a 7-day Summer Bridge. The Spring 2015 through 2018 cohorts participated in an Expanded 12-day Summer Bridge.

Total EOP Students by Class Level (Primary Goal 1)

GPA	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018	
	#	%	#	%	#	%	#	%	#	%
Freshmen	228	19	231	12	227	20	214	19	204	19
Sophomore	251	21	221	20	224	19	211	19	200	19
Junior	285	24	275	35	274	24	282	26	272	25
Senior	428	36	464	16	434	37	396	36	401	37
Total	1192		1191		1159		1103		1077	

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
Fall 2017**	0	1150	0.00%
Spring 2018	746	1090	68.44%

*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. **During the Fall 2017 semester, the lab check in machine broke. The check in system had to be replaced and all of the data associated with the fall semester was lost.

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 eighth 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, 95.2% 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. Eighteen students were required to attend the “Reality Check” workshop during the fall 2017 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 18 students required to attend “Reality Check”, 18 completed the workshop or attended an individual meeting. Eight (44.4%) avoided academic probation; 10 (55.6%) finished the fall 2017 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 a GPA 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 PATH Scholar 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, Social Emotional Learning and Community Cultural Wealth
- Week 2 – Study Skills – Anxieties and Fears
- Week 3 – Academic/Classroom Strategies – Values, Attributes and Shortcomings – Navigating Campus Resources
- Week 4 – Skills to Enhance Learning
- Week 5 – Goal Setting

In spring 2018, 46 first year students out of 193 were required to attend “Fresh Start”. This was 23.3% of first year students (compared to 23% in spring 2017, 16% in spring 2016, 12.1% in spring 2015, 15% in spring 2014; and 13% in spring 2012). Twenty (43.4%) ended the semester in good academic standing, 13 (28.2%) improved yet remain on academic probation, 5 (15.2%) students improved but are in DQ range, while 7 students’ GPA’s declined and are in DQ range. Overall, 86% of the students improved their GPA.

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 2017 was the fourth trial of the expanded Summer Bridge program. In 2017, EOP brought in a total of 195 first year admits. A total of 148 students participated in the math component to satisfy their Early Start requirement for math. Of the 148 math participants, only 119 took the ELM. The difference (29) were able to submit proof they were eligible for GE math. 70 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

- We need to continue to work with our newest FYE Coordinator, Billy, to help with his transition in this new role. He has only been with EOP for one semester and additional training is needed to help him prepare for the fall semester.
- Review program analysis and outcomes to align with GI 2025
- The current EOP Director was promoted to AVP. We need to reorganize to ensure appropriate workload and productivity.
- 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 Course Link offered to all incoming EOP first-time freshmen. These additional sections will foster a sense of community and belonging and will hopefully enhance our persistence rates.
- As more students enter with college level credit coursework completed, EOP will need to readjust the number of seats we ask for in our Course Link sections.
- 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.
- 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 changes in remediation are implemented throughout the CSU system, we will need to anticipate how this will impact Summer Bridge and our first-time freshmen.
- The Summer Bridge format needs to be evaluated now that we have implemented EO 1110 and there is no more assessments (ELM) to be given.
- With the continued increase in first generation college students and our program at capacity, we need to work with campus partners to find ways to serve more students overall.

VII. PROGRAM OBJECTIVES FOR 2018-2019

1. EOP will continue to meet with all continuing students who are on academic probation.
2. Increase contact and support of continuing students who are in good academic standing.
3. Enhance support for our first year students through communication via electronic technology.
4. Focus on professional development and career readiness for our continuing EOP students
5. As a result of current staffing re-assignments, assess workloads and productivity and reorganize accordingly.

