

ANNUAL REPORT 2015-2016

Early Outreach and Support Programs

Educational Opportunity Program
Foster Youth Program (PATH Scholars)
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 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								
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.

FOSTER YOUTH PROGRAM (PATH SCHOLARS)

I. Mission Statement

PATH Scholars, in conjunction with the campus Foster Youth Committee, is dedicated to the higher educational needs of former foster youth and unaccompanied homeless 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 and unaccompanied homeless 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.

Department Goals (Last revised June 2016)

- Inform and educate the campus community about this population. (Division goal 1; University strategic priorities 1, 2, 4, 8)
- Provide leadership and networking opportunities through campus and community collaboration. (Division goals 1, 2, 3; University strategic priorities 1, 4, 7, 8)
- Increase access, retention and graduation rates for this population. (Division goals 1, 2, 3; University strategic priorities 1, 4, 8)

II. Departmental Accomplishments

- Implemented a Summer Program of events (Summer 2015) to keep students engaged and connected, to reduce isolation as the majority of students leave Chico during the summer months.
- Offered the 2nd Annual PATH Scholars Welcome Reception in the fall semester
- Utilized the John Burton Foundation textbook voucher program, Burton Book Fund, for 33 students this academic year, which provided up to \$350 at the Chico State AS Bookstore for each student for the entire year
- Four Newsletters were sent out to campus and community partners (2 fall, 2 spring)
- Radio interview on KZFR 90.1 to promote and educate about PATH Scholars. Listen here: <https://youtu.be/ECxcqxBI7uM>
- Survey distributed mid-semester to collect data on program satisfaction and Student Learning Outcomes
- Cultural activities to cultivate positive relationships through new and meaningful experiences (Pumpkin Patch/Haunted Corn Maze, Thanksgiving Dinner, Ice Skating)
- Strengthened and expanded partnership with Butte County Office of Education (BCOE) new program, Champion Scholars; six PATH Scholar

- students were hired as College Mentors to support and encourage middle/high school students currently in foster care
- Had the opportunity to resume work with fundraising consultant, Cheryl Clarke, for fundraising plan/efforts through December 2015 due to another campus dropping out of using her services.
 - Implemented Independent Living Skills workshops, with topics such as CalFresh and housing. Also incorporated Student Life and Leadership “Adulting 101” workshops as part of PATH Scholars calendar
 - Presented at PAUSE (Student Affairs Training) in Folsom, CA with two PATH Scholar students to educate Student Affairs staff on how to better support this population from their respective programs
 - Partnership with California Youth Connection (CYC) continues to grow. This year, PATH Scholars hosted the CYC Northern Regional Conference at Chico State (Selvester’s Café), with 30+ students in attendance from Yolo, Sacramento, Sutter, Glenn and Shasta counties
 - Program Coordinator accompanied four students to the 2016 Foster Youth Education Summit in Sacramento, California.
 - Continue to coordinate “Lunch with President Zingg” for ongoing advocacy opportunities for participating students.
 - Coordinated a campus-wide event to celebrate National Foster Care Month in May

Highlights:

- Implemented a Summer Program of events (Summer 2015) to keep students engaged and connected. Often times, students feel isolated as the majority of students leave Chico during the summer months, which can increase feelings of anxiety, depression and low self-worth. To achieve this, two Student Program Assistants were hired to assist with planning and coordinating activities for the summer and upcoming fall semester. Because *Student Voice* is such a vital component of PATH Scholars, the first group consisted of brainstorming with the collective group. Out of this, activities included: movies, bowling, a candy scavenger hunt at Powell’s Sweet Candy Shoppe (downtown Chico) and Sunsplash Waterpark in Roseville, CA. Meals were included at all activities to address and reduce food insecurity with this population.
- The partnership between the John Burton Foundation (JBF) and Chico State PATH Scholars has been a significant step towards systemic collaboration. The JBF reached out to campuses to improve eligibility for the Burton Book Fund to effectively serve targeted students. This critical improvement allowed 34 students to use the book fund, totaling \$11,900, as opposed to only four in the 2014/15 year. In addition, the JBF offered

Critical Needs funds this year. Four students received financial assistance for an emergency need, totaling \$1,150. Furthermore, the program coordinator accompanied four students to an annual John Burton Foundation Winter Celebration in San Francisco. The students had the extraordinary opportunity to meet John Burton and share how his organization and efforts have supported their educational journey. Chico State has been such a strong partner that the program coordinator is being featured in the JBF Annual Report this year.

- PATH Scholars organized a campus-wide campaign to celebrate National Foster Care Month on Wednesday, May 4th. A schedule of events was offered to raise awareness about current and former foster youth in our community, as well as those currently attending college. A training, entitled “*Here’s My Shoes, Walk With Me!*”, provided participants a perceptual experience that aimed to give insight into the struggles and obstacles that foster youth endure as children and young adults. While the training was taking place, a “*Drum-Up*” event in Trinity Commons was simultaneously occurring. This offered tabling by various campus and community organizations that provide relevant resources and services, in addition to speakers, music, and food. After that, supporters embarked on a powerful *Silent March* through downtown Chico, where participants held signs and used a piece of fabric to cover their mouths, symbolizing that foster youth often do not have a voice while in the system. The group concluded the march in front of Kendall Hall for a group photo. **National Foster Care Month** has been observed in the United States during the month of May every year since 1988. In 2015, *May 27th* was officially designated as *National Foster Care Awareness Day*.

Diversity Efforts:

- Eliminated priority registration age cap for re-entry students participating in PATH Scholars.
- Expanded program eligibility to include unaccompanied homeless youth, covered under the McKinney-Vento Act.
- Continued to develop and strengthen partnership with California Youth Connection (CYC) in order to increase outreach to service area foster youth. This past year, PATH Scholars hosted the CYC Northern Regional Conference at Chico State with 30+ students in attendance from Butte, Yolo, Sacramento, Sutter, Glenn, and Shasta counties.

III. Changes in Policies and Procedures

- **Removing the Age Cap of 24 for Priority Registration** – Current legislation (AB 194) requires the California Community Colleges and California State Universities to grant priority registration to foster youth

and former foster youth. A foster youth is defined as a person under the age of 24 who is currently in foster care or emancipated from foster care. Research indicates that many former foster youth experience poor outcomes, such as homelessness, incarceration, substance abuse and early pregnancies. If young adults are able to overcome those outcomes, they often times will decide to pursue higher education later in life. This has been the case for a number of students at Chico State who unfortunately are not able to benefit from this policy. As of June 2016, re-entry students active in PATH Scholars will be able to utilize priority registration in order to maximize their academic plan and graduate in a timely manner.

- **Summer Housing** – Summer accommodations, in partnership with University Housing, will be made available on a case-by-case basis with various funding resources to PATH Scholar students. This summer, three current students lived on campus during the summer and one new incoming freshman moved to campus early to accommodate his situation.

IV. Resources Summary

Resource Allocation:

• Johnson Foundation Implementation Grant allocation for 2015-2016	\$32,304
• Rollforward from Johnson Foundation Implementation Grant allocation for 2014-2015	52,759
• Total Allocation	85,063
• 2015-2016 Annual Expenses	38,846
• Projected Rollforward Balance	\$46,217

Note: Fiscal year is based on an October 1, 2015 – September 30, 2016 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.

Human Resources:

- Due to the steady increase in student participation and demand for services, two part-time student program assistants were hired in July 2015 to assist with programming and new student applications/verification of foster youth, guardianship, kinship or homeless/unaccompanied youth status. One of these students will move into an MSW intern role, so another student will be hired to take over those responsibilities.

Facilities/Equipment:

- The Program Coordinator 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 Assessment of Past Year

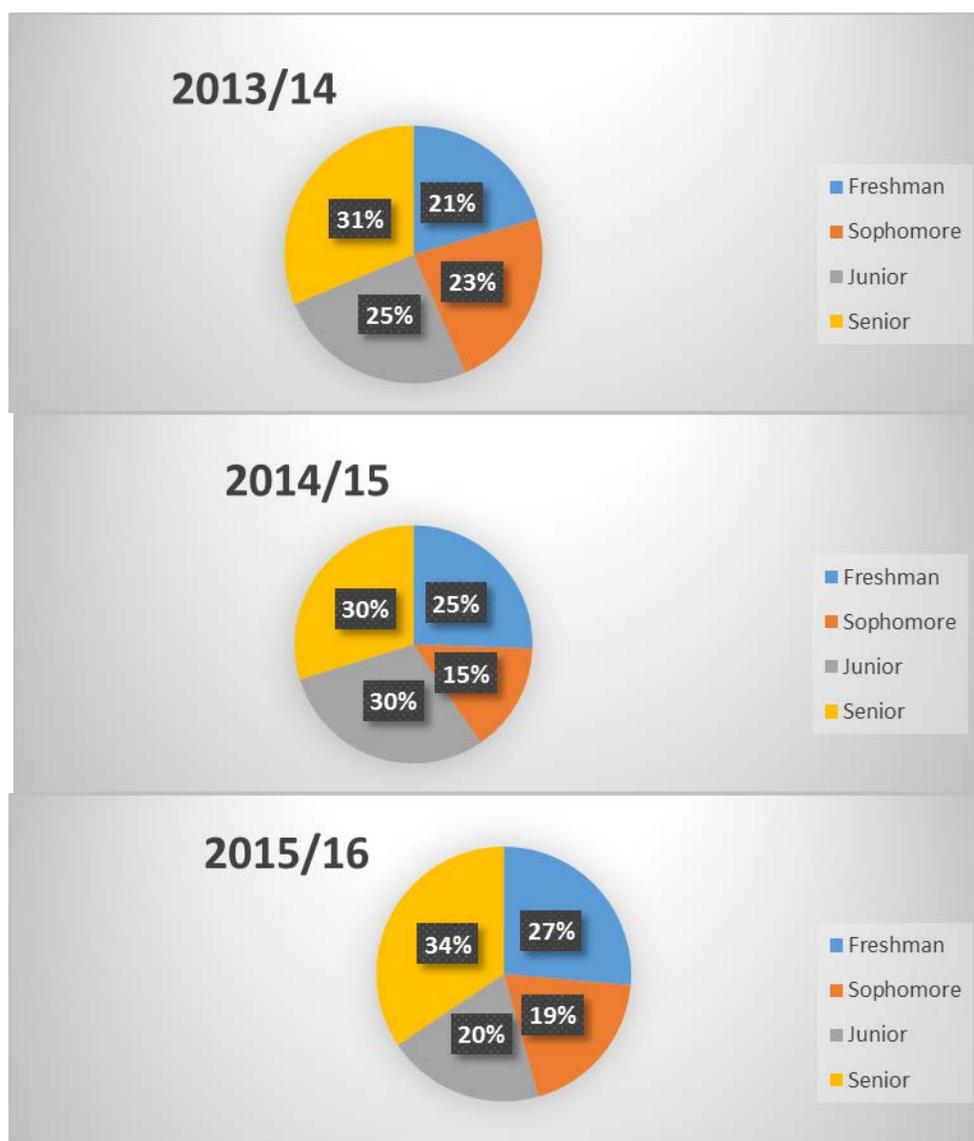
Program Objectives for 2015-2016:

1. Evaluate data results for 2014-2015 and 2013-2014 to determine what modifications to made to the program.
In Progress – This is the second full year of program implementation and there are two full years of data to review. After evaluation of demographic data and mid-year survey results, a couple of trends have emerged. Financial literacy and transition to college life are major areas that need additional development. It is clear that this is most crucial during their first year at Chico State, as evidenced by the data pointing to an increase over the last two years of first time freshmen receiving below a 2.0 after completion of their first year.
2. Secure a designated space on campus for the program.
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. A request for space was submitted to the Campus Space Committee. We will continue to advocate for a designated space and hope to secure one prior to the end of year three.
3. Begin a mentorship program for Tier II participants.
In Progress – Because the FYP Coordinator has been responsible for program development and meeting with students, time has not permitted for the launch of the mentor program. An MSW intern has been secured for the fall semester and will be tasked with this project.

Ongoing Assessment Efforts:

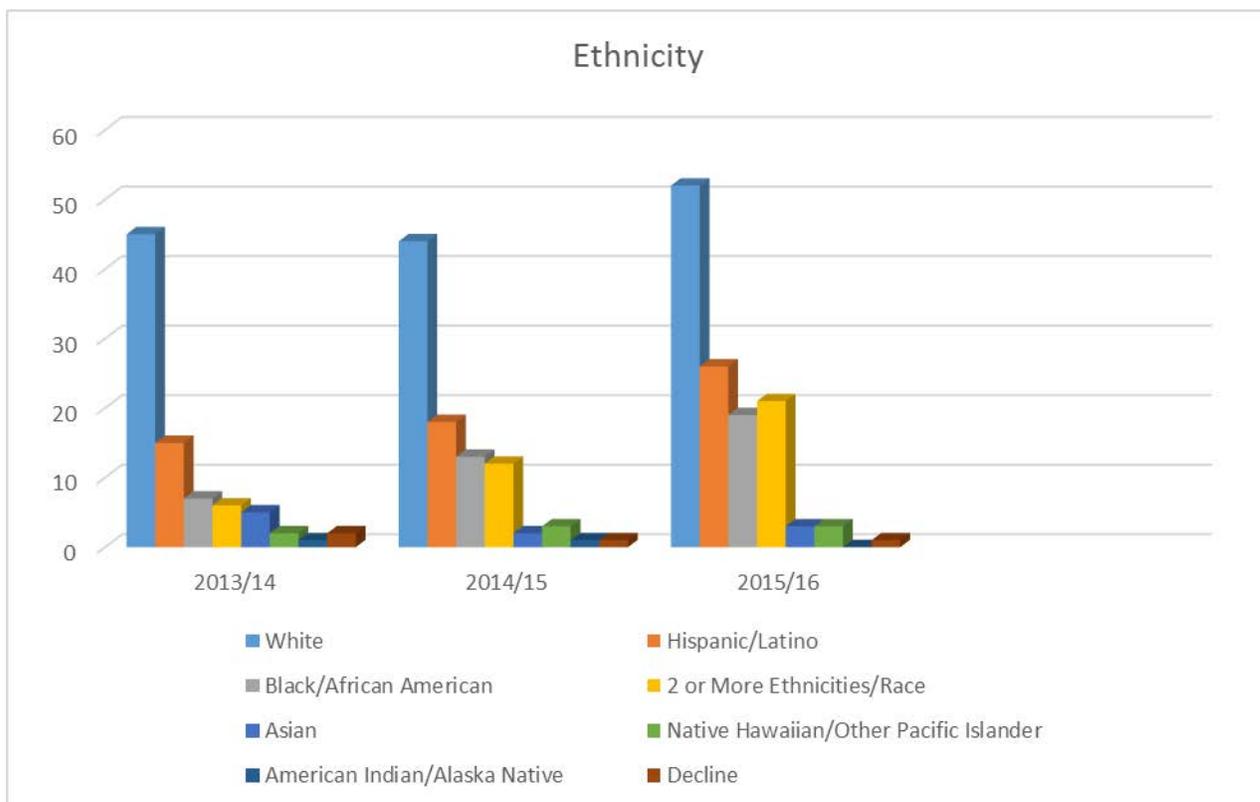
Foster Youth/Unaccompanied Homeless Youth and Grade Levels

Grade Level	2013/14	2014/15	2015/16
Freshman	17 (21%)	24 (25%)	33 (27%)
Sophomore	19 (23%)	14 (15%)	24 (19%)
Junior	21 (25%)	28 (30%)	25 (20%)
Senior	26 (31%)	28 (30%)	43 (34%)
Total	83	94	125



Foster Youth/Unaccompanied Homeless Youth and Ethnicity

Ethnicity	2013/14	2014/15	2015/16
White	45	44	52
Hispanic/Latino	15	18	26
Black/African American	7	13	19
Two or More Ethnicities/Race	6	12	21
Asian	5	2	3
Native Hawaiian/Other Pac Islander	2	3	3
American Indian/Alaska Native	1	1	0
Not Specified/Decline	2	1	1
Total	83	94	125



Foster Youth/Unaccompanied Homeless Youth and GPA

Term GPA	Spring 2014	Spring 2015	Spring 2016
Below 2.0	21 (25%)	26 (28%)	37 (30%)
2.0 – 2.99	37 (45%)	34 (36%)	41 (33%)
Above 3.0	25 (30%)	34 (36%)	47 (37%)
Total	83	94	125

Cum GPA	Spring 2014	Spring 2015	Spring 2016
Below 2.0	12 (14%)	20 (21%)	20 (16%)
2.0 – 2.99	43 (52%)	46 (49%)	66 (53%)
Above 3.0	28 (34%)	28 (30%)	39 (31%)
Total	83	94	125

Cum GPA for Freshman	2013/2014	2014/2015	2015/2016
Below 2.0	6 (35%)	9 (37%)	14 (42%)
2.0 – 2.99	9 (53%)	11 (46%)	19 (58%)
Above 3.0	2 (12%)	4 (17%)	0
Total	17	24	33

PATH Scholar Events/Activities and Participation

Monthly Group	Number of PATH Scholar Attendees
7/15/2015 Summer Planning Brainstorm	11
7/28/2015 Lunch/Movie	5
8/11/2015 Lunch/Candy Scavenger Hunt	8
8/13/2015 Roseville Sunsplash	5
9/16/2015 Welcome Reception	23
9/29/2015 Calfresh Workshop	10
10/6 & 10/9/2015 Academic Advising Workshops	14
10/16/2015 Pumpkin Patch/Haunted Corn Maze	11
11/18/2015 Ice Skating in Paradise	11
12/4/2015 Campus Network Group & Tree Lighting	10 (+12 Outreach)
1/12/2016 Winter Break Lunch & Movie	8
2/9 & 2/10/2016 FAFSA Workshops	7
2/26/2016 Game Night	12
3/15/2016 Pottery Painting	15
4/11 & 4/12/2016 Foster Youth Educational Summit	4

4/22/2016 Final "Lunch with President Zingg	5
5/4/2016 National Foster Care Month Celebration	16
6/17/2016 ILP BBQ at Bidwell Park	8 (+30 Outreach)
6/22/2016 PATH Scholars/CYC Recruiting Event	6 (+9 Outreach)
6/28/2016 Lunch & Movie	9

2014/15 Tier II Student Data (27 Total Students)

Circumstance	Number of Students
Graduated in the 2014/15 Academic Year	2
Earned above a 2.0	25
Secured Student Employment with Referral/Recommendation from PATH Scholars	6

Tier II Student Data

Circumstance	2014/15 Tier II Students (27 Total)	2015/16 Tier II Students (36 Total)
Graduated at the end of the Academic Year	2	10
Earned above a 2.0	25	24
Secured Student Employment with Referral/Recommendation from PATH Scholars	6	11

Student Learning Outcomes:

Note: This is the first full academic year that we are able to measure our progress in these areas. At the end of the fall semester, a student survey was administered to collect and evaluate student participation and program impact.

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

- As a result of attending a PATH Scholars Academic Advising Success Workshop (20 students), 60% of respondents reported that it was *Extremely Helpful* or *Very Helpful* to their overall success.
- As result of attending PATH Scholars Networking Opportunities (19 students), 68% of respondents stated that it was *Extremely Helpful* or *Very Helpful* to their overall success.

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.

- As a result of attending PATH Scholars Independent Living Skills Workshops (17 students), 59% of respondents reported that it was *Extremely Helpful* or *Very Helpful* to their overall success.
- As result of working on Independent Living Skills during individual meetings with the Program Coordinator (24 students), 96% of respondents stated that it made a *Significant Impact* or *Moderate Impact* on their overall success.
- As a result of learning and practicing healthy coping skills to manage stress during individual meetings with the Program Coordinator (20 students), 80% of respondents reported that it made a *Significant Impact* or *Moderate Impact* on their overall success.
- As a result of participating in PATH Scholars (25 students), 20% stated that it *Completely* assisted in overcoming challenges, 48% stated that it *Considerably* assisted in overcoming challenges and 28% stated that it *Moderately* assisted in overcoming challenges.

VI. Analysis

- According to the mid-semester survey distributed after the end of fall 2015, 52% were *Very Satisfied* and 32% were *Moderately Satisfied* with their PATH Scholars experience. Since this survey as disseminated to all verified students, the rest of the respondents stated that they had not participated. Furthermore, the majority of respondents have been actively participating in individual meetings with the Program Coordinator and at program social gatherings at a high rate. For example, 48% of respondents said that they have participated in monthly get-togethers (events and social gatherings) more than three time in that semester, and 36% said they have participated one or two times in that semester. While it's apparent that students are getting a percentage of their emotional and social needs met as a result of participating in the program, more focus needs to be given on goal setting, financial literacy, and study skills. Equally, a survey needs to be distributed at the end of the spring semester to collect data and measure impact after a complete year.

- Based on individual meetings with Program Coordinator and responses from mid-year survey, it would be beneficial for students to receive more financial literacy education and planning during the summer and prior to students moving to Chico and starting the fall semester.
- In order to reduce the consistent number of students below a 2.0 GPA, we need to provide more intentional focus on transition to college life, study habits, time management for academic success.

VII. Program Objectives for 2016-2017

1. Secure a designated space on campus for the program.
2. Implement the mentorship program for Tier II participants, with a focus on college transition and success.
3. Provide financial literacy education to students.
4. Implement an end of the year survey for students.

STUDENT LEARNING CENTER

I. Department 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.

Department Goals (Last Reviewed June 2016)

1. The Student Learning Center will provide individual and small group tutorials in undergraduate subject content areas, writing, and in learning strategies. (Student Affairs Goals 1, 2, 3; University Strategic Priorities 1, 4, 8)
2. The Student Learning Center will provide supplemental instruction for high-risk courses and EOP first year students. (Student Affairs Goals 1, 2, 3; University Strategic Priorities 1, 4, 8)
3. The Student Learning Center 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. (Student Affairs Goals 1, 2, 3; University Strategic Priorities 1, 2, 4)
4. The Student Learning Center staff will maintain top quality and current expertise in the field of learning assistance, writing, and supplemental instruction through professional reading, mediated resources, and other opportunities for professional development. (Student Affairs Goals 1, 2, 3; University Strategic Priorities 1, 2)

Contribution of Goals to Recruitment, Retention, and Graduation

The common factor of each of the SLC goals is to provide a high quality learning environment outside of the classroom that enhances student achievement and success.

- **Recruitment:** The free academic support services offered by the SLC have been highlighted to prospective students by the Admissions Office, Summer Orientation, the Educational Opportunity Program, the Chico Student Success Center, and other admissions and recruitment programs on campus.
- **Retention:** SLC goals serve to support student retention by helping students develop transferable, lifelong learning skills such as better understanding of specific course material, exam preparation, asking questions, memory techniques, and confidence. Our data shows that on average students who regularly visit tutoring and/or SI earn higher grades than those who do not.
- **Graduation:** The overarching goal of the Student Learning Center is to help students who use the services graduate. By helping students build background knowledge and learning skills, the SLC develops student confidence, motivation, and persistence.

II. Departmental Accomplishments

- Two of the 2016 CSU, Chico student commencements speakers highlighted how their participation the Student Learning Center was a significant part of their Chico experience.
- The SLC Writing Center expanded outreach and collaboration across campus this year by working with campus librarians, Student Judicial Affairs, and attending multicultural welcome receptions.
- The SLC participated in ongoing discussions and collaboration with Academic Affairs faculty and staff on expanding SI, especially for bottleneck STEM courses.
- Students in programs serving low income, first generation college students and students with disabilities were given priority for tutoring appointment sign-ups.
- The SLC offered evening drop in tutoring hours for math and writing during dead week and finals week in the BMU Wildcat Leadership Center to extend access during crucial times during the semester.
- A panel of SLC tutors, an SI leader, and a student user presented a CELT workshop titled: "Collaborative Learning at the Tutoring Table" to explore the role peer tutoring plays in developing a "growth mindset" among students.
- The SLC helped plan and present information during Transfer Student Summer Orientation sessions.
- The SLC was granted Student Learning Fee funding for 2016-2017 to purchase new computers used by students and tutors and to take two to three writing tutors to either a regional or national writing center conference.

Highlights:

- Two of the student Commencement speakers highlighted the role their experiences in the SLC played in their academic, personal, and professional success. [Antonia Lubben](#), a student who is blind in one eye and suffered from severe math anxiety and depression, talked about how the Student Learning Center was “so supportive with open doors and open arms” offering free tutoring since her freshman year. Antonia was a student panelist for the SLC CELT presentation in October. She started a doctoral program in Physical Therapy at CSU, Long Beach this summer. [Manvir Chahal](#), a former SLC accounting tutor talked about how his experience as a tutor made him realize he has “a passion for helping others, especially those who are disadvantaged.” This led him to join and eventually run the CSU, Chico Volunteer Income Tax Assistance Program that provides free tax preparation services to those in the community who need it most.



Chico State @chicostate

4h

"I am deeply grateful for all of you. You believed in me when I did not." –student Antonia Lubben #chico2016



Chico State @chicostate

1h

Draw upon your past experiences & trust you will end up where you need to be in the future.—Manvir Chahal #chico2016



- The SLC Writing Center took advantage of several opportunities to expand outreach, collaborate, and enhance services in 2015-2016. The Writing Center expanded diversity outreach efforts by tabling at the Re-Entry Student Welcome, Bienvenida Reception, and Asian and Pacific Islander Welcome Reception. Writing Center tutors collaborated with the Meriam Library Information Literacy Program on a literature review workshop and presented a workshop on avoiding plagiarism with Student Judicial Affairs staff. Campus librarian, Kevin Klipfel offered research writing tutoring appointments in the SLC and the SLC Writing Coordinator participated in the NCWCA Pre-Conference Workshop, “Supporting Multilingual Students in Writing Programs & Writing Centers: Principles & (Best) Practices” at Santa Clara University in April. The Writing Center

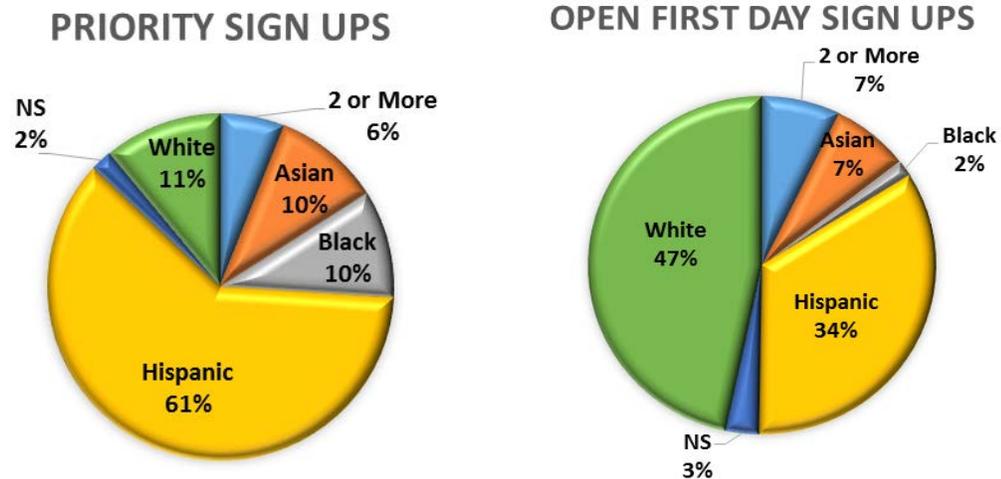
offered a GRE writing workshop series during January Intersession resulting in capacity attendance of 45 students.

- Supplemental Instruction (SI) is supported by the CSU, Chancellor's Office as a proven solution to address the problem of bottleneck courses that limit students' ability to progress toward graduation. Supplemental Instruction (SI) sessions can be scheduled to take place in classroom space outside of the SLC and can accommodate larger groups of students at one time. Shifting to more SI sessions and fewer tutoring sessions for large enrollment bottleneck courses in STEM subjects has the potential to reduce crowding and offer academic support to more students. In recognition of the growth of the SI program, the SLC has been granted permission from the Vice President of Student Affairs to hire a full time, 10 month SI Coordinator, allowing the Writing Coordinator to focus exclusively on outreach, collaboration, addressing the needs of multilingual writers, and professional development for the Writing Center tutors. In 2015-2016 the SLC Associate Director and SI/Writing Coordinator have had ongoing conversations with faculty in the chemistry department, the Interim Director of Faculty Development, and the HSI STEM grant committee on expanding Supplemental Instruction (SI) at CSU, Chico during the 2016-2017 academic year. Funding has been granted by the CSU, Chico SLF committee and the CSU Chancellor's Office to support SI in the 2016-2017 academic year. The HSI STEM grant is still being reviewed. The SLF funds will pay for 6 SI Leaders for CHEM 111 in fall semester 2016 (two for each section). The SLC plans to shift support for CHEM 111 to SI exclusively and offer no tutoring for the course in fall 2016. A large number of faculty were granted Chancellor's Office funding for SI in 2016-2017, but at this point the SLC has only committed to working with the chemistry department on hiring, training, supervising, and paying additional SI Leaders which will double the current number of SLC SI Leaders. If the HSI grant is funded, the SLC has also committed to adding 2 additional STEM SI courses to be determined based on DWF rates.

Diversity Efforts:

- The SLC expanded priority tutoring appointment sign-ups on the first Friday of the semester. In the morning, sign-ups were open for ARC students only, and in the afternoon appointment sign-ups were offered to students in programs serving first generation, low income students including EOP, SSS, CSSC, REACH, PATH, and AACE. A total of 603 appointments were scheduled during priority sign-ups fall 15 and spring

16. Below is a demographic comparison of students who took advantage of priority sign-ups and those who signed up on the all campus first day:

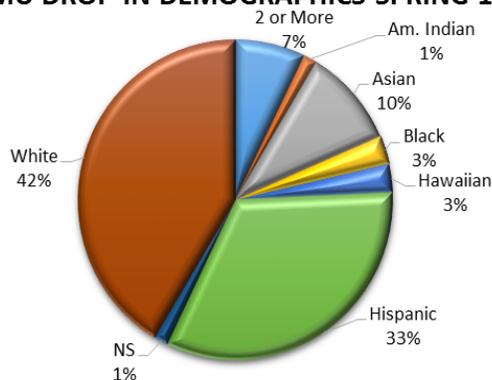


- In 2015-2016 the SLC continued its successful collaboration with the CCLC and Wildcat Leadership Center which was piloted in spring 2015 to provide greater access for students of color and low income/first generation college students who might not otherwise visit the SLC. The SLC provided evening writing and math drop-in tutoring in BMU 220 for midterms and dead week/finals week fall 2015 and for dead week/finals week spring 2016. Even with limited advertising and outreach, students took advantage of the resource and the diversity of those who attended increased 24% from the pilot in spring 2015.

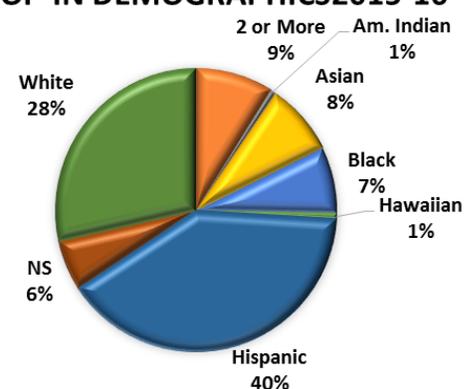
BMU Drop-In Tutoring	Students	Visits
Spring 2015	71	92
Fall 2015	81	128
Spring 2016	83	99
Total for 2015-16	167	227



BMU DROP-IN DEMOGRAPHICS SPRING 15



BMU DROP-IN DEMOGRAPHICS 2015-16



III. Changes in Policies and Procedures

- The SLC strategically cut back on tutor hours because tutor salaries increased from \$11.50 to \$12 an hour in fall 2015, but the SLC was not granted SLF funding for 2015-2016. Despite the salary increases, the SLC spent approximately the same amount on tutor salaries in 2015-16 as they did the previous year. As a result, subject tutoring group sizes and waitlists increased.
- As mentioned above, the SLC successfully piloted early tutoring appointment sign-ups for students registered with the Accessibility Resource Center in 2014-15 and in 2015-16 expanded early sign-ups to

include programs serving first generation, low income including EOP, SSS, CSSC, REACH, and AACE.

IV. Resources Summary

Resources Allocation:

• SLC annual allocation (lottery)	\$119,464
• Rollover from 2014-2015	\$1,481
• Student Learning Fee allocation (General Fund)	0
• Total allocation for 2015-2016	\$120,945
• Projected Annual Expense – SLC	\$120,694
• Projected Balance	\$251

Human Resources:

- For the first time in the past five years, the SLC had a consistent career staff of three for the entire academic year, and next year we anticipate increasing staffing back to the level it was in 2006 with three full time 10 month career staff and a 12 month Associate Director. Given that we have four times the number of visits we had 10 years ago, this staffing level still presents challenges, but makes the workload more feasible.
 - In August of 2015, an ASAll position was filled to replace a vacancy from the previous April. Two student clerical assistants were promoted to lead positions to help manage the SLC front desk.
 - In May of 2016, the SLC Coordinator was hired as the Associate Director for the Student Learning Center.
 - The SLC was granted approval by the VPSA to hire a full time, 10 month SI Coordinator (SSP II) for the 2016-2017 academic year due to anticipated expansion of Supplemental Instruction on campus.

Facilities/Equipment:

- The Student Learning Center was granted SLF funding for the 2016-2017 academic year to replace 14 aging, outdated student computers for login, student clerical staff, and student tutoring staff.
- After eight years in the Student Services Center and more than 200,000 visits, the SLC space is showing more wear and tear. A facelift would make the environment a more appealing learning environment; however, the SLC budget priority is paying for tutors and SI leaders who work directly with students.

V. Program Assessment of Past Year

Program Objectives for 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 of color, students with disabilities, and low-income, first-generation students not being served by a campus program.

Met - As the College of Business expanded tutoring hours, the SLC phased out accounting and finance tutoring in 2015-16 and referred students to business. In addition, the SLC expanded early tutoring appointment sign-ups on the first Friday of the semester to include programs serving first generation, low income students and students with disabilities. In the morning from 9:00-noon, ARC students had priority to sign-up, and in the afternoon from noon to 5:00 pm students in EOP, SSS, REACH, PATH, and AACE had priority. Not only did this provide first access to appointments to the students who would most benefit, it also reduced the lines and wait time for students signing up for appointments on the first day of open sign-ups.

Semester	Sign-up total	Early sign-ups First Gen, ARC	1st Day for the whole campus
Sp 16	729	284	460
F15	727	319	408
Sp15	634	81 (ARC only)	553
F14	583	57 (ARC only)	526

2. Present a CELT workshop on “Collaborative Learning Strategies at the Tutoring Table.”

Met - The SLC convened a panel of subject and writing tutors, an SI Leader, and a student who utilized and benefitted from SLC services for a presentation at the 2015 CELT Conference on campus. The panel discussed the role peer tutoring plays in developing a growth mindset among students. The session was well attended and led to a positive collaboration between the Meriam Library and the SLC in developing research skills and information literacy.

3. Collaborate with the Cross Cultural Leadership Center to offer evening drop-in tutoring in the BMU before midterms and finals week.

Met - As discussed above under Diversity Efforts, the continued collaboration with the CCLC was well attended and provided greater access to SLC tutoring services during strategic times in the semester when students were most motivated to take advantage of them. The Student Services Center closing at 6:00 pm limits access to tutoring in the SLC during the times when students might benefit most from it, so being able to

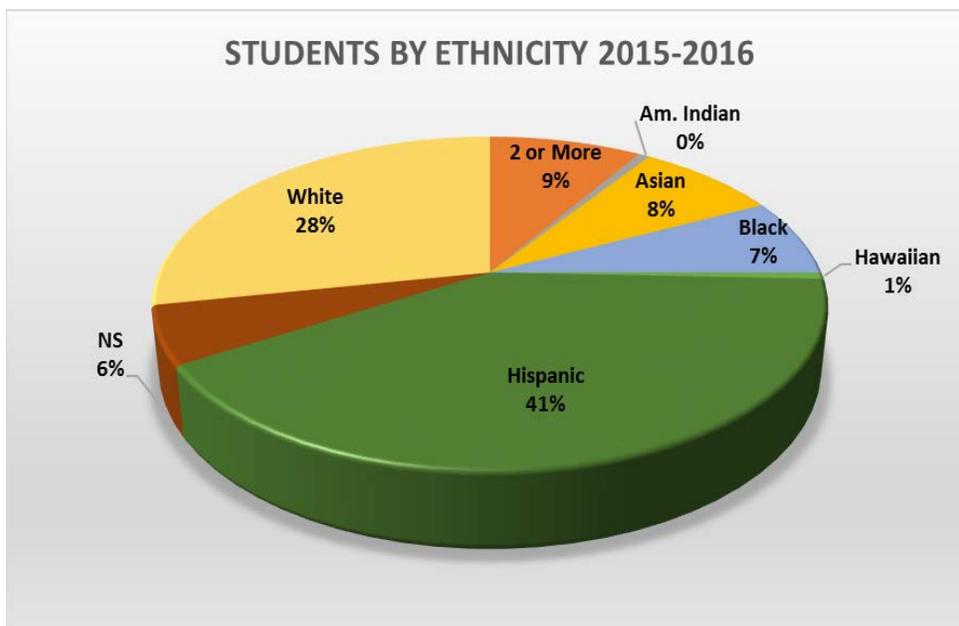
offer expanded hours was beneficial for the 167 students who utilized the services during 220 visits.

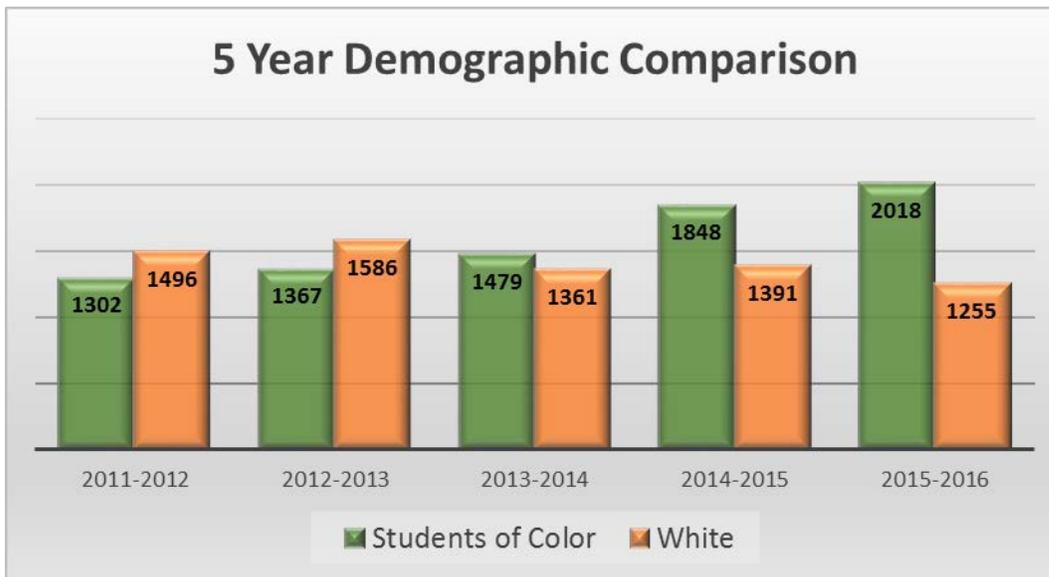
4. Continue to integrate iPads into tutoring by investigating and implementing best practices.

Met - A breakout session on using technology resources during tutoring was offered during spring 2016 tutor training and a large portion of the training included having tutors discuss and practice using the iPads. In addition, we streamlined the checkout process to make the iPads more accessible for tutors. As a result, the number of tutors who checked out iPads to use during tutoring increased significantly.

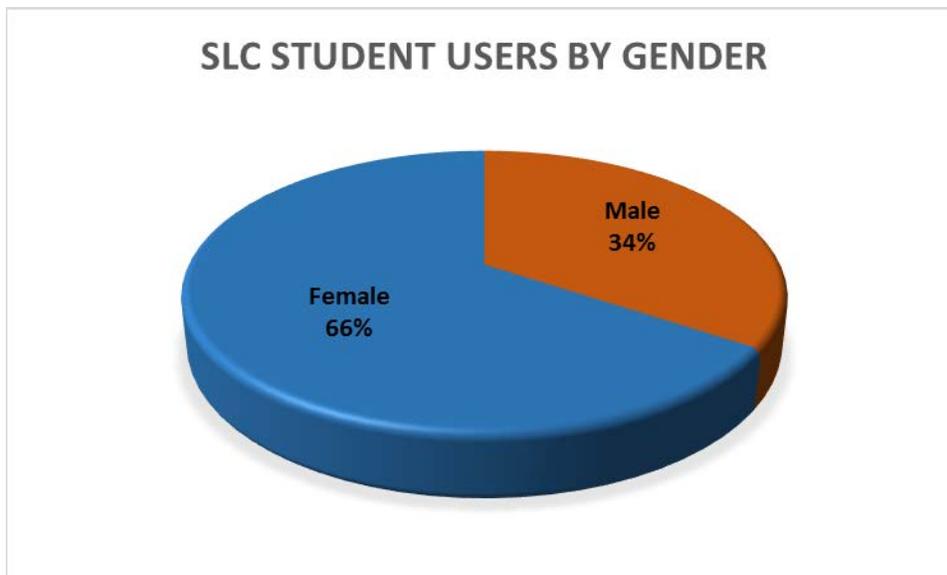
Ongoing Assessment Efforts:

Demographic Reporting:





Note: Due to the changing demographics of the university and SLC diversity efforts, SLC usage by students who identify as other than white has increased by 32% in the past 5 years. The number of students using the SLC who identify as Hispanic has almost doubled from 619 in 2011-2012 to 1178 in 2015-2016 (a 90% increase).



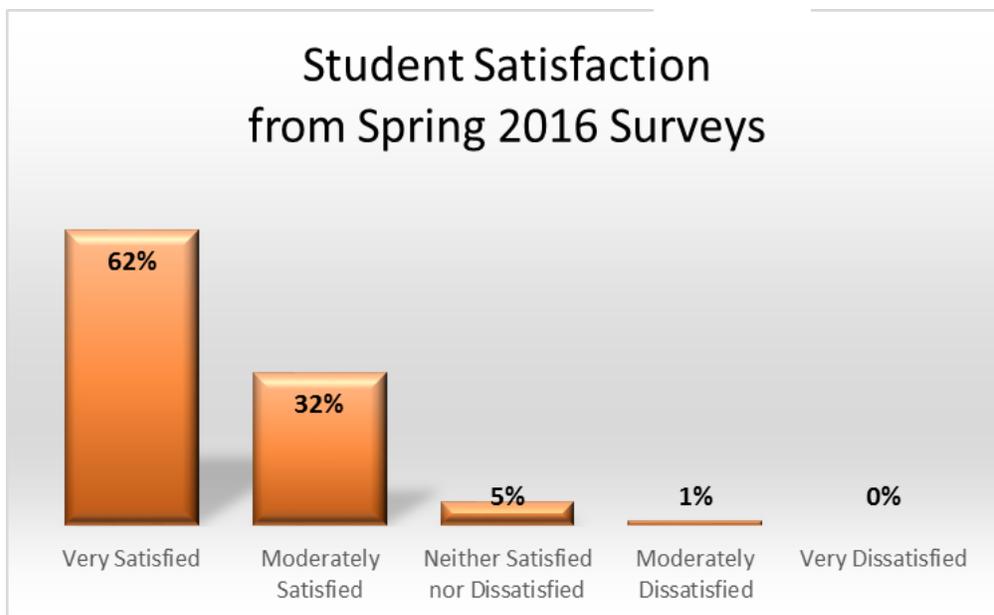
Service Usage Summary:

Total SLC Visits Comparison



Note: The number of first day of appointment sign-ups now includes both an early sign-ups day on the first Friday of the semester for students in programs serving low income, first generation college students and students with disabilities and the first day that appointment sign-ups are open to the entire campus.

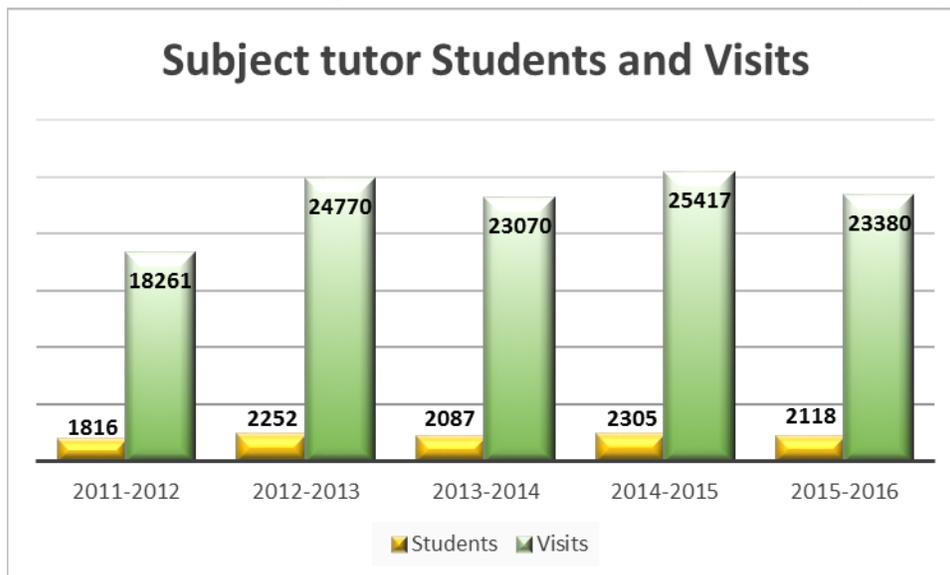
Student Satisfaction - Tutoring, Supplemental Instruction, Writing, and Study Skills from Spring 2016 Surveys



Note: Our overall satisfaction rate is 94%.

Tutorial

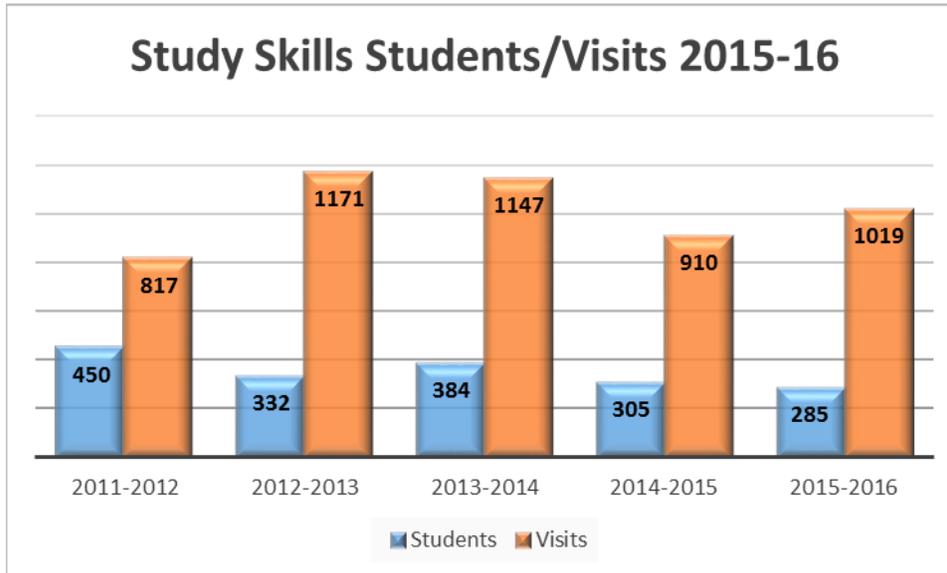
Number of students receiving tutorial services/Number of courses tutored (Primary Goal 1)



Note: The SLC had to cut back on tutor hours this year due to budget shortfalls resulting from not receiving SLF funds and a tutor salary increase. As a result, the number of students and visits went down.

Study Skills Workshops

Number of SLC study skills workshops and number of students in attendance (Primary Goal 1)



In 2015-2016, the SLC sponsored 34 study skills workshops on the following topics:

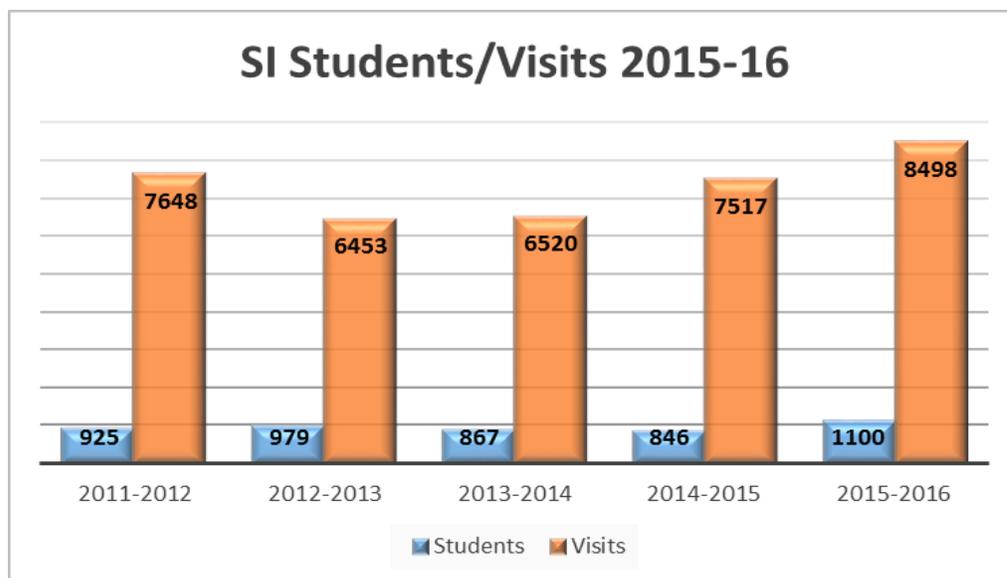
Academic Article Basics
 Avoiding Plagiarism
 Avoiding Procrastination
 Budgeting Your Money
 Business Information for Career Research
 Developing a Research Question That Interests You
 Effective Note Taking
 Finding a Mentor
 Getting Your Needs Met in College
 Google and Beyond- Finding Credible Information Online
 Growth Mindset and Learning
 Literature Review
 Mastering Study Skills
 Money 101: Budgeting and Credit
 Money 101: Graduation and Student Loans
 Motivation and Success
 Memory Strategies
 Note Taking Strategies
 Organizing Your Essay
 Overcoming Challenges
 Personal Information Management
 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

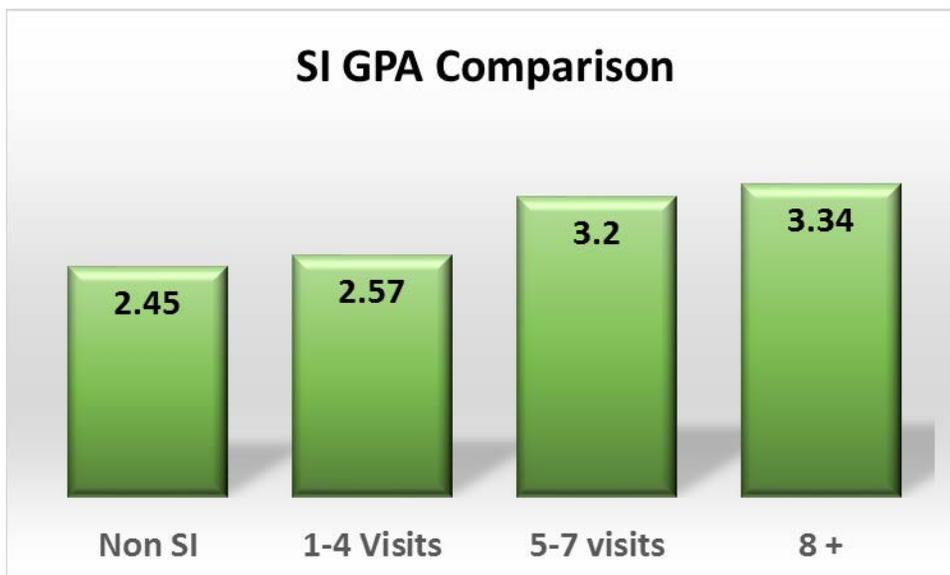
Note: Thanks to a collaboration with the Meriam Library, several research related workshops were added in 2015-2016 and study skills workshops were held in the Library Education Room (MLIB 226) in spring 2016.

Supplemental Instruction

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



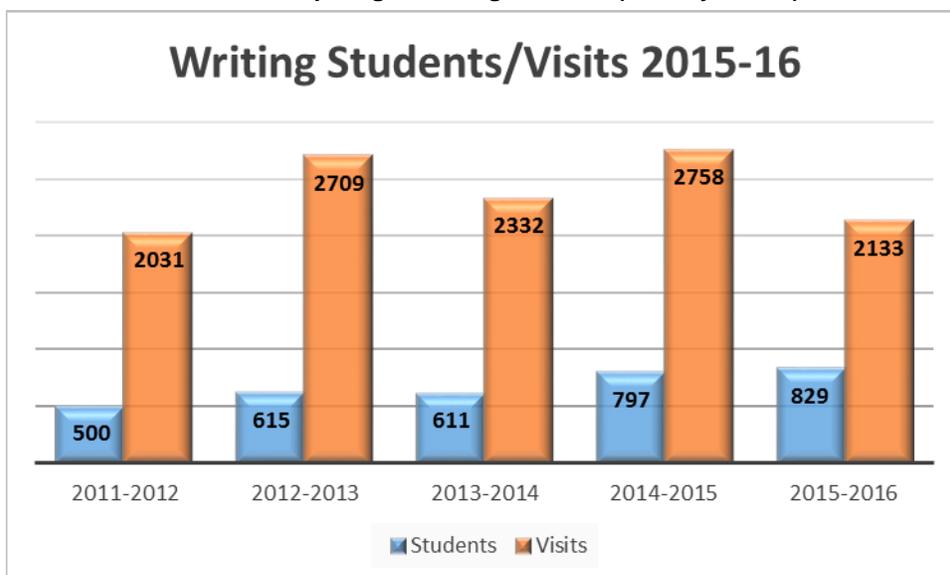
Grade Outcomes for SI Students Receiving SI Tutorial (Primary Goal 2)



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)



Note: More students visited the SLC Writing Center in 2015-16, but tutor hours were reduced and the number of GRE Writing Workshops were cut back resulting in fewer overall visits.

Student Assessment of Satisfaction, Quality and Student Learning Outcomes

Learning Outcomes

SLO #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

Subject Tutoring	Supplemental Instruction	Writing	Study Skills (% not available)
Understanding of Subject (96 %)	Understanding of Subject (91%)	Proofreading and Editing Skills (61%)	Motivation/Persistence
Exam Preparation (83%)	Exam Preparation (80%)	Grammar (58%)	Time Management
Asking Questions (55%)	Better Overall Study Habits (65%)	Organization (53%)	Better Overall Study Habits
Memory Techniques (48%)	Memory Techniques (61%)	Intros and Conclusions (45%)	Preparing for Exams
Confidence (45%)	Motivation/Persistence (60%)	Developing Main Ideas (45%)	Memory Techniques

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).

“At first, I was scared to get tutored because I was afraid I would become frustrating to my tutor, or I would seem dumb. However, from the first session, my tutor was very friendly and welcoming. He never made me feel dumb for not knowing, he would say things like "I had the same problem", make himself relatable and help us through the problem.”

“It was helpful to work with a group in SI and discuss in depth a certain subject and then to teach it to the class. Having other students teach me and ask me questions was extremely helpful as well. Drawing things out on the posters and being able to see everything we



needed to know about a certain subject really helped to simplify it.”

“The most important thing I learned from participating in the writing tutoring is that they are there to help me. If I’m confused, frustrated, or get stuck on my paper they are there to give me advice and help me figure out how to write my paper. Most importantly they don’t judge me by my writing format. This is especially what I love about the writing center.”



“My tutor was able to listen to each individual’s questions and form answers that were geared towards the direction the student’s question was phrased. As well, he was able to relate answers back to previous problems students had faced and increase the overall understanding of course material.”

“I learned in tutoring that it is okay to be wrong and mess up, especially when you are learning a new language. One just had to keep on trying and asking for help.”

“In lecture I heard concepts but didn’t necessarily understand but in tutoring, it all fell into place.”

SLO #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)



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)



- “As an SI Leader, I learned how to address certain scenarios respectfully and professionally, I learned to be mindful of my own stereotypes and how I stereotype others, I learned how to redirect the question to other participants, and I learned how to work as a team.”
~Katelyn Alvarez, Physiology Anatomy SI Leader
- “The SLC taught me to build confidence in others. The students that come into the SLC are usually bright and hardworking. However, they have a hard time in the subject they're coming in for. You have to help them over the barrier by running WITH them, not ahead. A good tutor knows the subject. A great tutor knows the students.”
~Ryan Ceccarelli, Statistics Tutor
- “The SLC gave me the opportunity to take on a leadership role. Tutor training helped me prepare for situations I had never thought about and made me feel more ready to help students. Many of my students asked for advice about academic and career choices. I felt honored that they trusted me and elated when I was able to help someone consider grander possibilities by helping them believe in themselves.”
~Tiffany Thom, Writing and Spanish Tutor
- “This job has taught me how to interact with others in a professional manner and has helped me to be more considerate of what other people may be going through when they come in and express frustration toward us.”
~Carina Gutierrez, Clerical Lead

VI Analysis

- As student salaries and demand for academic assistance continues to grow, the SLC will need additional funding, space, and staff resources to help it respond to the needs of an increasingly diverse population of first generation, low income college students. CSU, Chico is now a Hispanic

Serving Institution (HSI) and has a responsibility to provide targeted support to smooth the transition to and through the university. The SLC continues to make the most of the resources it has, but this year had to cut back on tutoring subjects and hours resulting in a larger waitlist and bigger tutoring groups. There were more complaints about the noise level on the end of semester tutoring program student surveys:

- “It would be helpful if there were noise dividers so that it is not so noisy and distracting since there are multiple tutoring sessions going on at the same time in the same room.”
- “I don't know if this is possible but it can get pretty loud in there so if that could be fixed, cool!”
- “It's always loud in there during my tutoring sessions.”
- “It would be great to have bigger work areas with noise dividers to block other tutor and student conversations.”

Expanding Supplemental Instruction could reduce the impact on the SLC space provided that classrooms can be found for SI sessions during the semester. It would also be helpful for the Student Services Center to be open later in the evening to provide greater access to services to students at times that are more accessible for them. The extended tutoring hours in the BMU have shown that students will take advantage of academic resources if they are available to them in the evening. SLC staff continue to work on collaborating with faculty and staff in Academic Affairs to pursue funding opportunities, but those opportunities also present new challenges in terms of increased workload for already overloaded staff. The SLC must navigate growth strategically by focusing on services that provide the biggest impact with the least cost in budget, staffing, and space.

VII. Program Objectives for 2016-2017

1. Apply for College Reading and Learning Association (CRLA) Five Year International Tutor Training Program Recertification.
2. Expand the Supplemental Instruction Program by hiring a full time SI Coordinator and adding SI support to additional STEM courses.
3. Explore collaboration and funding opportunities for ongoing SLC support (which may include HSI Title V, Student Learning Fee, Chancellor's Office, and other potential funding sources) without overloading SLC staff and facility resources.
4. Expand professional development for the SLC Writing Coordinator and writing tutors through attendance at a professional conference and learning more about how best to serve the needs of multilingual writers.

TRIO/EDUCATIONAL TALENT SEARCH and MESA SCHOOLS PROGRAM

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.

Department Goals:

ETS is federally mandated to comply all with federal regulations and meet program goals set by the Department of Education. ETS will submit a successful Annual Performance Report to the Department of Education where we meet the following program objectives:

- Recruit and successfully serve 1,328 low-income, first-generation college students
- Non-senior participants will complete current academic year and persist to the next grade level
- FAFSA completion
- Secondary school graduation – academic rigorous and regular program of study
- Postsecondary enrollment by the fall term immediately following high school graduation
- Postsecondary attainment – participants that enrolled in an institution after graduation complete a program of postsecondary education within six years

*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." The **date of last review** was November 2015.*

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 15 target schools (Anna McKenney Intermediate, Bidwell Junior, Central Middle, Chico Junior, Chico High, CK Price Intermediate, Las Plumas High, Live Oak High, Live Oak Middle, Marsh Junior 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 4 target schools in three counties (Colusa, Glenn, and Sutter):

- Hamilton Elementary
- Hamilton High School
- Williams Junior/Senior High
- Yuba City High

II. ETS/MESA 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 (127 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.





- **STEM Academy (111 students)** – in collaboration with the CSU, Chico student organization Latinos in Technical Careers and the Foor 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 and prosthetic hands, plus developed plans to integrate technology in their community. Students also had fun with science as they learned about DNA, made gac, lava lamps and oobleck. A tablet, droid and a digital camera were awarded to the students with the strongest essays on if they could build a robot, what qualities and abilities it would have.



- **Jumpstart (hosted in August):** the ETS Alumni Association and ETS/MESA staff will welcome first time freshman attending college in the fall. Workshops will include the difference between college and high school, selecting a major, financial aid/budgeting, a student panel and available resources on college campuses to promote academic success.

College Visits (114 students) – students in 11th and 12th grades visited UC, Berkeley, UC Davis, UC, Merced, UC Santa Cruz, University of the Pacific, Sacramento State, San Jose State, Sonoma State, and CSU Maritime Academy during three college visits.





Summer Programs –

- **Butte College Summer Connection (76 ETS students):** in collaboration with Butte College, 120 students participated in a three-week academic program offered to students in grades 7-10. The mission of Summer Connection is to provide students with a real-life college experience through a student learning outcome based curriculum. Courses taught were Kinesiology, Science, Computer Arts, Multicultural Studies and an elective. Each group was mentored by Butte College and Chico State students that provide positive role models and inspired students to attend college.





- **Upward Bound Math/Science (39 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 – 14 students**

- **Monterey Peninsula College Upward Bound Math/Science – 9 students**
- **UC, Berkeley Upward Bound Math/Science – 16 students**
- **Resources and People Camp (1 student):** 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 four \$300 scholarships that were awarded to students who will attend various institutions across California. The four awardees were:

- Brigitte Dahrouj, Pleasant Valley High
- Anthony Mendoza, Willows High
- Nikita Patel, Williams Junior/Senior High
- Ya Yang, Oroville High

Cash for College – In collaboration with our target high schools, CSU Chico, Butte College and Yuba College Financial Aid, ETS 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 after their questions were answered.

CSU, Chico ETS Alumni Association (ETSAA), student organization – The Alumni Association develops and strengthens leadership skills, fosters unity, promotes retention of our students and encourages civic engagement. ETSAA 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 Debi Upton, Oroville High School and Alicia Suarez, Williams Junior/Senior High School for their never-ending dedication and support of the program.

NorCal WESTOP Recipients – Eliliana Becerra was awarded the first ever Leona Wilkinson Award for outstanding commitment to TRiO. Larly Lee was awarded the Staff Development Scholarship to support his graduate studies endeavors.

Leadership Positions held by ETS/MESA Staff –

- Diana Parra-Villaseñor – NorCal WESTOP Professional Development Seminar Co-Chair
- Uriel Delgado – NorCal WESTOP Scholarship Chair
- Vanessa Ramirez – NorCal WESTOP Research Co-Chair

Diversity Efforts:

- **Assure hiring practices and current staff reflect diverse student population in program and on campus** – This year we hired a Latino male and a Hmong

male. Our professional staff is comprised of four female Latinas, one Caucasian female, one Latino male and a Hmong male which is representative of both our program and campus population.

- **Actively participate in campus diversity efforts such as diversity trainings, retreats, and workshops** – Two staff members served as mentors at the Latino/a retreat hosted by the Cross Cultural Leadership Center. Staff attended “Conversations on Diversity” and “First Friday” presentations on HSI initiatives. One staff member was enrolled in the Diversity Certificate Program, but he accepted a new position early in January.
- **Develop and implement diversity awareness curriculum for ETS students** – Staff is creating diversity awareness curriculum about the Hmong culture and activities to share/celebrate various cultures.
- **Develop relationship with Mechoopda tribe to prepare and motivate their students for higher education** – We are slowly developing trust with the Mechoopda tribe. We met with tribe leaders to introduce ourselves and share what our program offers. Tribe members went with ETS advisors to the schools in Chico to introduce them to the Mechoopda students. The students were invited to apply for our program, attend the STEM Academy and the Butte College Summer Connection program. So far, four Mechoopda students have applied to ETS and are taking advantage of the services being offered. We are committed to this relationship and will continue reaching out in the fall.

III. Changes in Policies and Procedures

Educational Talent Search - ETS proposals were due to the Department of Education in February 2016. CSU, Chico submitted two proposals to continue funding for both grants. We requested \$3,187,200 (\$637,440 annually) to serve 1,328 students attending 22 schools. We will be notified if we will be refunded by August 2016.

MESA Schools Program – CSU, Chico requested a break from MSP due to writing the ETS proposal and hiring/training two new advisors. The UC, Davis MSP program oversaw Williams Junior/Senior High and Yuba City High, so their students continued to receive all MSP services. Hamilton Elementary and Hamilton High did not participate in building projects. All students were invited to attend the STEM Academy.

IV. Resources Summary

Resource Allocation:

ETS completed the final 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 2016-2017 under Early Outreach and Support Programs.

This was the fifth year that the MESA Schools Program (MSP) was operated in conjunction with the ETS program. CSU, Chico did not receive any funding from the MESA statewide office due to the request for a break.

Human Resources:

New Advisors – Uriel Delgado and Larly Lee joined the ETS/MESA family bringing a wealth of knowledge, energy and passion to serve students. Uriel is a graduate of UC, Davis with a BA in Chicano/a Studies and a minor in Education. Larly is a graduate of Chico State with a BA in Multicultural & Gender Studies. He is currently pursuing his master's degree in Social Science at Chico State.

Facilities/Equipment:

N/A

V. Program Assessment of Past Year

The following Annual Objectives data corresponds to the 2014-2015 academic year. Due to the U.S. Department of Education reporting requirements, Educational Talent Search grantees complete annual reports in November, therefore 2015-2016 data is not yet available. All other information included in this report correspond to the 2015-2106 academic year.

Program Objectives:

1. **Secondary School Persistence:** 90% of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level.

Exceeded – 100% of non-senior participants completed the current academic year and continued in school the next academic year, at the next grade level.

2. **Secondary School Graduation:**

- 85% of seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years.

Exceeded – 100% of seniors graduated with a regular secondary school diploma

- 40% of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years.

Exceeded – 66% of seniors that graduated completed a rigorous secondary school program of study

3. **Postsecondary Education Enrollment:** 75% of participants, who have graduated with a regular secondary school diploma, during the project year, will

enroll in an institution of higher education by the fall term immediately following 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 term (e.g., spring term).

Exceeded – 92% of participants, who have graduated with a regular secondary school diploma, enrolled in an institution of higher education the fall term immediately following high school graduation.

4. **Postsecondary Attainment:** 40% of participants served during the project year who enrolled in an institution of higher 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 complete a program of postsecondary education within six years.

Still collecting data - The Higher Education Opportunity Act (HEOA) of 2008 amended the Higher Education Act of 1965 to add several new provisions and requirements for Federal TRiO programs. Specifically, the HEOA includes several new provisions for ETS programs stating ETS must now track students until they graduate from college, and track the percentage of students completing A-G requirements. Beginning with the class of 2012, we must track alumni for six years. Currently we are entering our fifth year of tracking college enrollment and persistence.

Annual Objectives for 2015-2016

- Submit a successful Annual Performance Report to the Department of Education where we meet all program objectives.
Met: All objectives were exceeded
- Recruit and successfully serve 1,328 ETS students.
Met: 1,356 students were served
- Hire and train a new advisor.
Met: Two advisors were hired and trained
- Write a successful grant to be awarded funding for the next five years!
Met: CSU, Chico submitted two ETS proposals to continue funding for both grants. We requested \$3,187,200 (\$637,440 annually) to serve 1,328 students attending 22 schools. We will be notified if we will be refunded by August 2016.

Ongoing Assessment Efforts:

Class of 2015 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 2015 ETS senior class chose to attend:

2015 Postsecondary Destinations by Institution (verified by National Student Clearinghouse)

College	Number of Students	College	Number of Students
American River College	1	San Diego State University	3
Arizona State University	1	San Francisco State	1
Butte Community College	93	San Jose State University	4
CSU, Chico	71	Shasta College	2
CSU, East Bay	2	Sierra College	4
CSU, Stanislaus	5	Sonoma State University	2
Cambridge College	1	Southwestern Oregon College	1
Consumes River College	1	UC, Berkeley	2
Coconino Community College	1	UC, Davis	11
Feather River College	1	UC, Irvine	1
Holy Names University	1	UC, Los Angeles	1
Humboldt State University	4	UC, Merced	3
Los Medranos Community College	1	UC, San Diego	1
Marinello School of Beauty	1	UC, Santa Barbara	3
Menlo College	1	UC, Santa Cruz	3
MTI College	1	University of Arizona	1
Ohlone Community College	1	University of Wyoming	1
Sacramento City College	1	Yuba College	21
Sacramento State University	10	Not enrolled /Unknown	22
		TOTAL ETS SENIORS: 285	

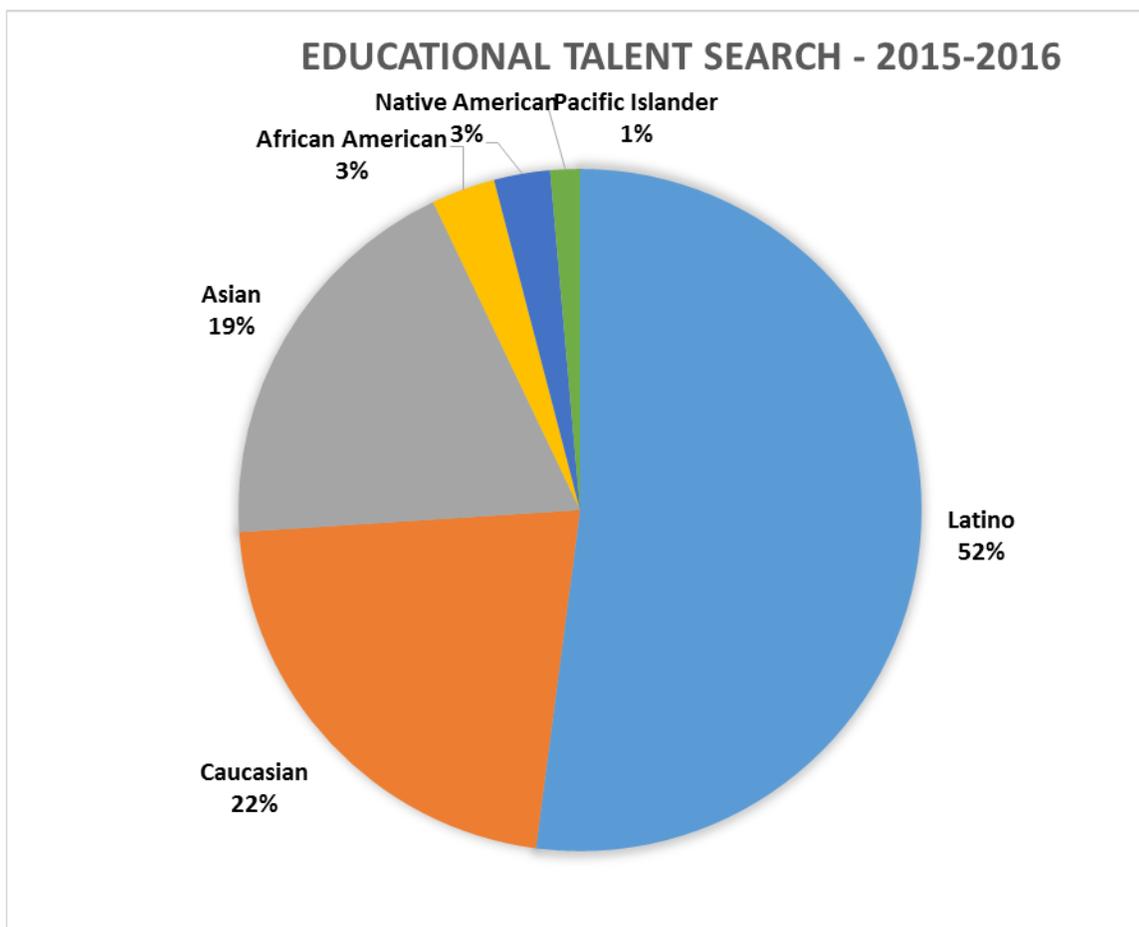
Below is a summary of the ETS college enrollment rates for the past ten years:

Academic Year	Students Served	Seniors	Seniors that Applied to Financial Aid	Seniors Enrolled in Postsecondary Education
2014-2015	1,414	285	279 = 98%	263 = 92%
2013-2014	1,306	268	260 = 97%	244 = 91%
2012-2013	1,363	291	278 = 96%	248 = 85%
2011-2012	1,309	321	302 = 94%	290 = 90%
2010-2011	1468	270	263 = 97%	248 = 92%
2009-2010	1,525	300	280 = 93%	267 = 89%
2008-2009	1,517	267	247 = 93%	245 = 92%

2007-2008	1,445	221	208 = 94%	195 = 88%
2006-2007	1,340	148	134 = 91%	135 = 91%
2005-2006	918	145	138 = 95%	13895%

Demographic Reporting

For the 2015-2016 academic year, 1,356 students were served by two ETS grants. Below is a demographic snapshot of the ethnicity of our student population, which is reflective of the schools we serve.



Total	Latino	Caucasian	Asian	African American	Native American	Pacific Islander
1356	706	297	257	41	36	19

VI. Analysis

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, 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 ten years:

Academic Year	Students Served	Seniors	Seniors that Applied to Financial Aid	Seniors Enrolled in Postsecondary Education
2014-2015	1,414	285	279 = 98%	263 = 92%
2013-2014	1,306	268	260 = 97%	244 = 91%
2012-2013	1,363	291	278 = 96%	248 = 85%
2011-2012	1,309	321	302 = 94%	290 = 90%
2010-2011	1468	270	263 = 97%	248 = 92%
2009-2010	1,525	300	280 = 93%	267 = 89%
2008-2009	1,517	267	247 = 93%	245 = 92%
2007-2008	1,445	221	208 = 94%	195 = 88%
2006-2007	1,340	148	134 = 91%	135 = 91%
2005-2006	918	145	138 = 95%	138 = 95%

Alumni Support – ETS is mandated to track students for 6 years after they enroll in college. We will provide more support to the CSU, Chico ETS Alumni Association, update National Student Clearinghouse information on our students enrolled in college, and reach out to students via email, phone calls and social media.

Male enrollment - We have constantly struggled to enroll male students in our program. This year, of the 1,356 students served, 66% were female and 34% were male. We meet with school counselors and administrators each fall and they have been diligent in referring males to our program, but getting the students to apply and commit to the program is challenging. We will continue to reach out to the male students and will follow up with them and their parents through phone calls and emails to encourage them to apply.

Butte College Summer Connection program – We are very fortunate to have a great rapport with the Butte College Recruitment and Outreach office that helps coordinate the summer program. In the past, ETS has administered the program and this was the first year that Butte College was going to administer the program. The plan was for ETS staff to help teach the elective course on certain dates and have at least one ETS staff member present each day. We ended up having two or three ETS staff present all summer long, helping administer the program, assisting instructors and team leaders, and teaching three days of the elective courses. We will schedule planning meetings in the fall to plan for next summer and clearly define the roles of ETS and Butte College staff for another successful program.

Parent meetings – Due to being understaffed and hiring new advisors, we did not host any parent meetings this year, but we will schedule them once again next year. We understand the importance of educating parents and demystifying college by answering questions they have. Developing a partnership with them is critical for promoting postsecondary success.

VII. Program Objectives for 2016-2017

- Increase male enrollment in program.
- Continue alumni tracking and strengthen our support/communication with alumni.
- Schedule parent meetings.
- Plan for successful Butte College Summer Connection Program.

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.

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

1. Persistence: 69% of all students served by the SSS Project will persist from one academic year to the beginning of the next academic year or graduate.
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).
3. Graduation: 59% of new participants served each year will graduate within six years.
 - These performance objectives are in alignment with division goals to increase the **retention and graduation** of students.
 - The services offered by SSS also contribute to **recruitment** efforts by reassuring students and their families that individualized support is available to students from disadvantaged backgrounds at CSU, Chico.
 - The **date of last review** was December 4, 2015 when the project submitted the TRIO Student Support Services Annual Performance Report (APR) to the U.S. Department of Education.

II. Departmental Accomplishments

- Implemented new financial literacy curriculum
- Implemented new “coaching” approach to student advising
- Implemented new menu-style contracts for all participants at all levels
- Implemented “Difference Education” panel discussion and video project
- Piloted a REACH “study jam” experience for 11 SSS freshmen participants
- Piloted an optional “First Year Experience, Part 2” course for freshmen

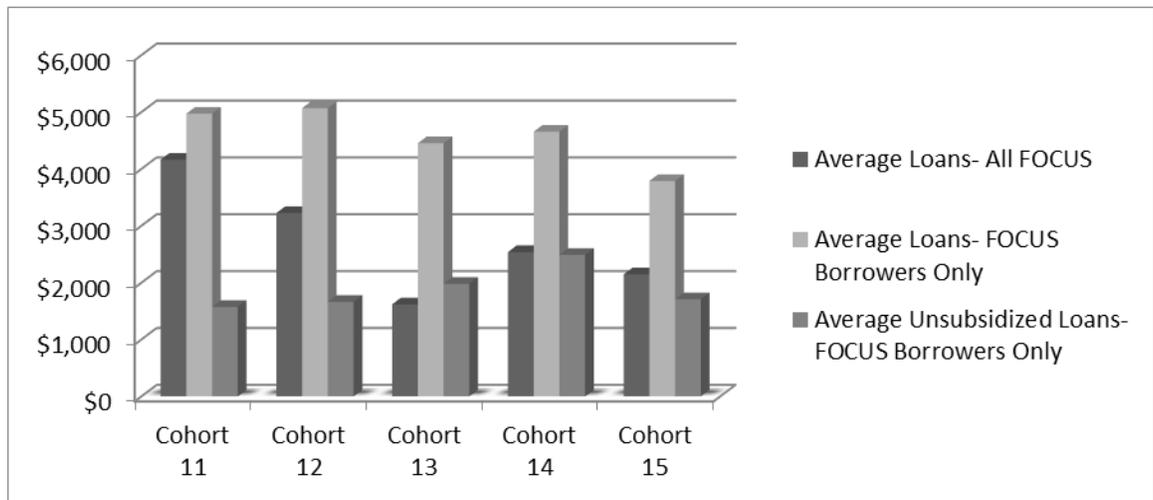
- Piloted an eight week SSS Student Transfer Enrichment Program (STEP)
- Piloted a new approach to SSS Freshman Orientation Centered on University Success (FOCUS), running it alongside Wildcat Welcome Week.
- Offered two field school experiences to freshmen participants
- Offered a “Choose Your Major” brown bag workshop series in collaboration with the Career Center.
- Offered a spring graduate school tour
- Offered a one-day “Life After College” workshop for graduating seniors

Highlights:

- **Financial literacy program** – All new and continuing participants were required to work one-on-one with a financial literacy coach in 2015-16. This is the first year the project has fully implemented this program. Freshmen participants who began receiving services in the summer of 2015 (FOCUS) received more comprehensive and intrusive programming than other participants—they had two required phone coaching sessions over the summer and attended eight financial literacy workshops in 2015-16.

Analysis of financial aid records indicate that fewer freshmen participants of FOCUS 2015-16 took out student loans than in previous years, and those who took out loans borrowed less. Student evaluations also indicate an increase in financial self-confidence and budgeting skills. All freshmen successfully completed and paid for their first year of college, with zero stop-outs.

Figure 1: Average Debt Acquired by Freshmen Participants in FOCUS 2011 - 2016



- New “coaching” approach designed to improve academic performance** – The project moved from a traditional advising model to a coaching model, using research-driven approaches designed to “nudge” students toward academic self-confidence and success. Student assistants who were previously “peer advisors” became “peer coaches,” project staff began requiring phone coaching sessions for all newly admitted freshmen and transfer students prior to attendance, and menu-style contracts were fully implemented for all participants beginning in fall of 2015.

At the end of 2015-16, new freshmen (FOCUS) and transfer students (STEP) indicated SSS services helped them increase their academic self-confidence. A comprehensive analysis of student transcripts indicates an overall increase in academic performance for participants at all levels over the previous year (2.87 average cumulative in 2015-16 versus 2.76 in 2014-15), and a 50% decrease in the number of students on academic probation. FOCUS participants showed even greater improvement (see Figure 2).

Figure 2: Academic Performance – Freshmen Participating in FOCUS 2011-2016

FOCUS Cohort	Average Cumulative GPA All FOCUS Participants	Average Cumulative GPA Early Start Required	AP Spring
Cohort 11	2.62	2.66	19%
Cohort 12	2.81	2.84	5%
Cohort 13	2.76	2.59	0%
Cohort 14	2.65	2.40	18%
Cohort 15	2.98	3.08	8%

- REACH/SSS Pilot** – SSS participated in a 2015-16 pilot project in collaboration with the Chico Student Success Center (CSSC), co-enrolling 11 freshmen in the CSSC's REACH first year experience program. REACH requirements were modified for SSS participants in order to avoid duplication of services –the only additional services enjoyed by co-enrolled students were: (1) enrollment in U-courses and (2) weekly structured group study sessions with faculty and student mentors. SSS provided all other services.

At the end of the academic year, the average cumulative GPA for co-enrolled students was higher (3.16) than for other participants (2.98), and the standard deviation indicates more consistency in academic performance for REACH versus non-REACH (.43 versus .77, respectively). The lessons learned from this pilot will be incorporated into the 2016-17 SSS freshman year program (see VII. Analysis).

Diversity Efforts:

- Diversity trainings required of SSS interns** – Interns were required to attend a diversity training offered by the CCLC prior to beginning their fall 2015 internship.
- Inclusion efforts - male participants** – The project director modified internship requirements to ensure gender diversity among project staff so that male participants will see themselves reflected in the leadership of our team in 2016-17. Also, in 2015-16, student interest was gauged before

scheduling project activities to ensure male voices were included in programming. Male participation in optional project activities increased.

- **Inclusion efforts - Latinx students** – Culturally inclusive approaches were incorporated into FOCUS, including Spanish speaking staff and a welcome event for family. Latinx students are contacted in advance and encouraged to bring their parents to meet project staff. The project director also joined two subcommittees of the Chicano Latino Counsel (CLC): (1) Hispanic Heritage Month planning committee and (2) Spanish Summer Orientation planning and implementation team.
- **Inclusion efforts - Hmong students** – The FOCUS welcome team now includes at least one Hmong speaker, and Hmong students are contacted in advance and encouraged to bring their parents to meet project staff.
- **Inclusion efforts - LGBTQ students** – The project director has joined GSEC’s Queer Week planning committee. We also changed the wording of the gender question on our application. It now reads: “What is your *legal* Gender?”
- **First Gen & Proud!** – In collaboration with the director of the Office of Diversity and Inclusion, the project director spearheaded the campus-wide initiative, “First Gen and Proud!” By the end of the 2015-16 academic year, (1) a student organization and faculty/staff affinity organization were established, and (2) placards, stickers, and buttons were disbursed to students, faculty, and staff. Also, first generation faculty and staff from the affinity organization gave a panel presentation to SSS freshmen during their First Year Enrichment seminar in spring 2016. Springing from this engagement, the project director presented on best practices in support of first generation students to the professional and student staff of the CSU, Chico Academic Advising office in the summer of 2016.

III. Changes in Policies and Procedures

N/A

IV. Resources Summary

Resource Allocation:

• SSS allocation for 2015-2016	\$247,583
• Rollover from 2014-2015	0
• Total allocation for 2015-2016	247,583
• Projected expenses*	(239,607)
• Projected carryover balance	\$7,976

***Note: Fiscal year is based on a September 1, 2015-August 31, 2016 timeline.**

Human Resources:

N/A

Facilities/Equipment:

N/A

V. Program Assessment of Past Year

Program Objectives (Performance Objectives required by the U.S. Department of Education):

1. Persistence: 69% of all students served by the SSS Project will persist from one academic year to the beginning of the next academic year or graduate.

Met - Of the 141* participants enrolled in 2015-16, 136 students or 96% either graduated or have registered for the fall 2016 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).

Met - Of the 141* participants enrolled in 2015-16, 134 or 95% of them were in good academic standing (GPA above 2.0) by the end of the academic year.

3. Graduation: 59% of new participants served each year will graduate within six years.

Unmet - Of the participants admitted into cohort 2010, 33 or 58% graduated within six years of their point of entry into the program.

*This does not include new freshmen or transfer participants admitted summer 2016.

Annual Objectives for 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.
Unfinished – New website has been created and will go live in September 2016.
2. Create, pilot, and evaluate two new social media tools to assist with communication with current participants.

Modified and Completed – The project director attended two social media trainings for higher education professionals in 2015-16, and also conducted two focus groups with project participants in order to determine which social media tools to develop. Based on the information collected, it was decided to develop only one social media tool. The project selected Facebook, which went live in January 2016.

3. Implement new semester participant contracts in fall 2015 and spring 2016 and evaluated their effectiveness using both qualitative and quantitative measures at the end of the academic year.

Completed – Participant contracts were implemented both semesters and were evaluated for their effectiveness through a comprehensive analysis of participants' academic transcripts, student loan packages, one-on-one interviews, and program evaluations. 2016-17 participant contracts have been revised accordingly.

Ongoing Assessment Efforts

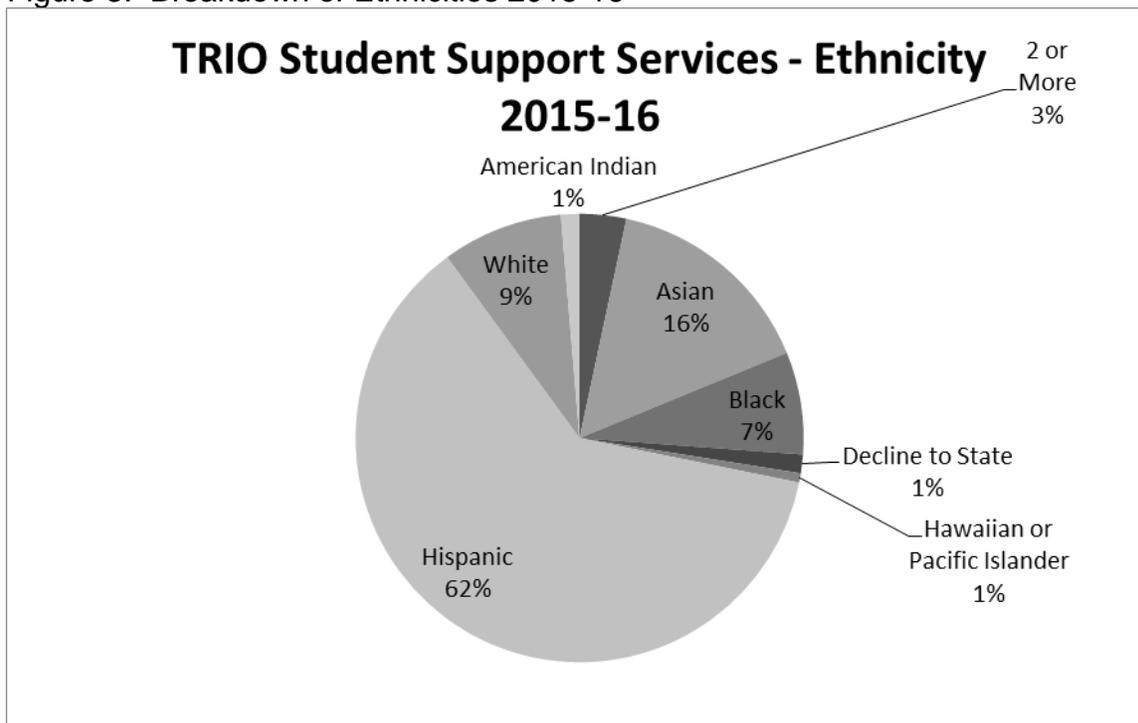
Demographic Reporting:

First Generation and Low Income – Federal legislation requires that SSS participants must be first generation college students (neither parent has a four year degree), come from a low-income background, and/or have a documented disability. Two-thirds of students must be both low-income and first generation. SSS met these demographic requirements in 2015-16.

Gender – Female: 67% Male: 33%

Ethnicity – Please see the chart below for a breakdown.

Figure 3: Breakdown of Ethnicities 2015-16



Statistics on Program Usage

Figure 4: SSS Individual Advising/ Coaching 2015-16 – Number of Participants Served	
Total number of active participants during fall and spring semesters	141
Received individualized non-cognitive skills coaching	127
Received advice and assistance in postsecondary course selection	47
Received education/counseling to improve financial aid literacy	95
Received information in applying for Federal Student Aid	29
Received assistance in completing and applying for Federal Student Aid	25
Received assistance in applying for admission to Graduate School	2
Received Study abroad or National Student Exchange advising	5
Received Career and professional development advising/coaching	13
Total number of individual advising/coaching sessions 2015-16	896

Figure 5: SSS Group Advising/Coaching 2015-16 – Number of Participants Served	
STEP (new transfer students)—eight week seminar including these topics: course selections, financial literacy, non-cognitive skill development	5
FOCUS (new freshmen) – yearlong seminar including these topics: financial literacy, non-cognitive skill development, and course selection	29
Field School (RECR 399)	33
TRiO SSS leadership activities	20
Graduate school preparation activities	5

Professional development and career-oriented activities	22
Life After College workshop	6
Cultural events (e.g. theater, lectures, concerts, etc.)	41
Total number of participants in group advising/coaching sessions in 2014-15	62

Student Assessment of Satisfaction, Quality, and Student Learning Outcomes

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.

- 2015-16 Outcome: The total number of individual advising sessions increased from 301 in 2014-15 to 896 in 2015-16. The number of group advising sessions, went down slightly from 105 in 2014-15 to 62 in 2015-16, due to an intentional increase in intrusive one-on-one programming, and subsequent decrease in group advising sessions. See Figure 4 (above) for a breakdown of individual and group sessions.

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.

- 2015-16 Outcome: Student evaluations indicate that new freshmen and transfer participants increased their academic self-confidence greatly in all areas pre-identified as crucial (see Figures 6 & 7 below). In addition, cumulative GPAs improved for these participants over the previous year (see Figure 2 above).

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.

- 2015-16 Outcome: Student evaluations indicate that new freshmen and transfer participants, as well as graduating seniors who participated in the “Life After College” workshop increased their financial literacy greatly in all areas pre-identified as crucial (see Figures 6, 7, & 8 below). Further, quantitative data collected through financial aid records indicates that students took out fewer loans than in previous years (see Figure 1 above).

Figure 6: 2015-16 FOCUS Participant Evaluations – Highlights

FOCUS 2015-16 Programming - Intended Participant Outcomes	Perceived Level of Impact
Adjusting to and feeling successful in college	100%
Overcoming challenges in college	100%
Increased academic self-confidence	89%
Ability to identify, locate, and use campus resources	92%
Improved study skills	84%
Improved time management	85%
Improved budgeting skills	90%
Better understanding of financial aid package	93%
Increased desire to decrease, avoid, or eliminate debt	85%
Able to make a budget-driven decision on how much to work	69%
Overall satisfaction with FOCUS yearlong programming	100%

Figure 7: 2015-16 STEP Participant Evaluations – Highlights

STEP 2015-16 Programming - Intended Participant Outcomes	Perceived Level of Impact
Increased academic self-confidence	100%
Increased ability to overcome challenges in college	100%
Ability to identify, locate, and use campus resources	100%
Improved study skills	100%
Improved time management	33%
Improved budgeting skills	100%
Found a community of like-minded people on campus	100%
Better understanding of financial aid package	66%
Increased desire to decrease, avoid, or eliminate debt	100%
Able to make a budget-driven decision on how much to work	100%
Overall satisfaction with STEP eight week program	100%

Figure 8: 2015-16 Life After College Seminar Participant Evaluations – Highlights

Life After College Seminar - Intended Participant Outcomes	Perceived Level of Impact
Lessened anxiety about life after college	100%
Increased confidence - managing loans and debt	100%
Increased confidence - budgeting	83%
Increased confidence - saving for retirement	83%
Increased confidence - dressing professionally	83%
Increased confidence - resume and cover letter	83%
Overall satisfaction with Life After College seminar	100%

VI. Analysis

- Increase participation of juniors and non-graduating seniors** – The lowest participation levels in project services and activities in 2015-16 were seen in juniors and non-graduating seniors. New interventions, approaches, and activities need to be sought that will encourage these students to participate more rigorously in project activities and services.
- Increase recruitment efforts toward underrepresented groups** – The number of SSS applications received from males and black students (both genders) is low compared with other populations. New and innovative approaches need to be sought that will encourage these students to apply.
- Seek and obtain supplemental funds** – The U.S Department of education imposes strict guidelines governing the use of project funds to pay for food and hospitality. This presents a challenge when scheduling overnight field trips, as well as daylong workshops and trainings for project participants from low-income backgrounds who cannot afford to supply their own meals/accommodations. The project should seek additional funds for purchase of items not allowable by the U.S. Department of Education.
- Incorporate lessons learned from REACH/SSS 2015-16 Pilot Project** – After analyzing and comparing data between participants in the REACH/SSS pilot versus those receiving only SSS services, it is clear that REACH participants academically outperformed non-REACH by a significant margin. Further, students with developmental needs in English who enrolled in U-courses in 2015-16 outperformed all other participants, including those without developmental need (3.27 cumulative GPA versus 2.86, respectively). In accordance, SSS will incorporate U-courses and structured group study into mandatory freshmen project activities. Data from 2015-16 and 2016-17 will be compared in the summer of 2016 to determine the efficacy of these new interventions by SSS project staff (rather than REACH faculty and staff), and to determine if additional interventions should be incorporated.
- Continue to offer comprehensive and intrusive financial literacy programming** – Analysis of data collected in 2015-16, including both qualitative (participant surveys) and quantitative (financial aid records),

indicates that the project's financial literacy programming is making a positive impact on new freshmen and transfer participants' ability to (1) "right size" their student loan package and (2) create a realistic budget to make their financial aid dollars stretch throughout the academic year. Accordingly, FOCUS programming in 2016-17 will mirror 2015-16, and will expand to STEP participants, sophomores receiving grant aid, juniors and seniors on "Career Track" contracts, and graduating seniors (Life After College).

- **Continue to offer yearlong First Year Experience seminar to freshmen –** Analysis of data collected in 2015-16 participant surveys and evaluations indicates that the project's non-cognitive skill building activities offered via the First Year Experience seminar successfully increased participants' 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. Further, qualitative analysis of freshmen participants' academic transcripts over a five year period (2011 – 2016) indicate an increase of .33 in average cumulative GPA's and a 44% decrease in the number of freshmen on academic probation from the previous year. Accordingly, the project will continue to offer a second semester of the First Year Experience seminar.

VII. Program Objectives for the next academic year

Program Objectives for 2016-2017

1. Go live with the new project website in fall 2016. Use participant evaluations and focus groups (freshmen, transfer students, student leadership team, and graduating seniors) to assess the effectiveness of the website in the following areas: (1) appeal to diverse populations, including those with historically low enrollment in the project, (2) accurate description of project services and requirements, (3) ease of use, and (4) perceived helpfulness and relevance of information included, particularly for juniors and above. Implement changes in early spring to coincide with the 2017 recruitment cycle.
2. Implement new freshman participant requirements to model high impact practices offered by the Chico State Success Center's REACH program, as per lessons learned during the 2015-16 pilot project. These include (1) mandatory U-course enrollment for all participants in the fall semester of 2016, and (2) three hours of structured and monitored group study each week.

3. Develop and pilot a new budgeting tool to complement financial literacy programming. Require that all freshmen, sophomores, and upperclassmen on “Career Track” contracts utilize the spreadsheet twice during the academic year. These participants will also be asked to provide feedback on the tools’ helpfulness. Project staff will rely on student feedback to evaluate and improve the budgeting tool in preparation for the 2017-18 academic year.

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.

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

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.
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.
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.
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.
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).

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.

*The date of **last review** was December 2015.*

II. Departmental Accomplishments

- Awarded a Workforce Innovation and Opportunity Act Grant.
- Developed summer programs for elementary aged children in Chico.
- Hosted the 15th annual Upward Bound Graduation Ceremony.
- Introduced the Online Tutoring Program at Oroville High School – The introduction of the Upward Bound classroom and online tutoring program at Lindhurst High School proved to be so beneficial, that we replicated it at Oroville High School in the 2015-2016 year. School administrators kindly designated a classroom specifically for our students, where they were able to seek out subject specific tutoring. Laptops and tablets were utilized to connect with their tutors via an online method and an Upward Bound staff member staffed the room on a daily basis throughout the school year. Nearly 30 students accessed Upward Bound services each week. Test preparation (SAT) workshops were also offered during the spring semester to Oroville HS students not in Upward Bound, but interested in improving their SAT scores.
- Celebrated the 50th Anniversary of the CSU, Chico Upward Bound Program – More than 200 CSU, Chico Upward Bound alumni gathered at the Bell Memorial Union on September 19, 2015 to celebrate the program's 50 years of successfully helping students transition to college. Former Director Dave Ferguson, who led the program for nearly thirty years, kicked off the evening's program. Many spent the night reminiscing with old friends and browsing through the program's many photo albums. The gathering also served as a fundraiser for the Amy Kee scholarship, an annual award available to Upward Bound graduating high school seniors.
- Partnered with Study Smart Tutors, Inc. to provide test preparation workshops – More than 220 Upward Bound students participating in the 2015 summer program took part in a three-hour SAT test preparation workshop. Qualified instructors from Study Smart Tutors, Inc. provided students with useful strategies that lead to higher test scores and subsequently more college options for our students. Student feedback was positive, with many students requesting we continue this workshop in the future. Study Smart Tutors, Inc. will return in 2016 and offer SAT and ACT workshops for all Upward Bound summer program participants.

Highlights:

- **Awarded a Workforce Innovation and Opportunity Act (WIOA) Grant**
– Upward Bound was successful in securing a three-year, \$141,000 grant from the U.S. Department of Labor that allows participants to receive work experience wages while participating in the summer program. WIOA funds support Upward Bound's efforts in providing quality services for youth that begin with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, and culminate with enrollment in postsecondary education. Each qualifying Upward Bound participant is strategically placed in a local business, non-profit agency, local government office or campus workplace and receives valuable job skills for a six-week period. Students also take part in an informative career fair that brings in professionals from various industry sectors and allows them to ask questions and familiarize themselves with the many professions that may be of interest to them. This grant is of great benefit for our students because many leave jobs behind, so this opportunity allows them to earn wages and prepare for college while attending the summer program.
- **Developed summer programs for elementary aged children in Chico**
– Created as a way to enhance the career component of the summer program, Upward Bound developed educational camps for elementary aged children from low income backgrounds in Chico. Upward Bound students, together with a supervisor, developed a six-week curriculum for various sites within the city that included science experiments, math activities and daily reading exercises. These students partnered with the Community Housing Improvement Program (CHIP) to offer summer camps at Murphy Commons and La Vista Verde, two low-income housing units in Chico. Other Upward Bound students reached out to Citrus Elementary School and Harvest Park Apartments and held similar programs. These partnerships were a great success because it allowed our students to give back to their community and gain great skills in the process. The more than 60 children who joined in these camps took part in activities that ranged from constructing volcanoes, growing plants and discovering the many layers of the earth.
- **Hosted the 15th Annual Upward Bound Graduation Ceremony** – The Upward Bound graduating class of 2016 was recognized for successfully completing the Upward Bound program and graduating from high school. The 109 graduates listened intently to King Xiong, a former CSU, Chico Upward Bound student and recent UC Berkeley graduate. King's keynote address focused on providing the graduates with tools that would ensure their success in college. He emphasized the importance of finding

mentors and groups that would enrich their college experience, but reminded them to always stay connected with their community of origin. Five special graduates were awarded the Amy Kee and Upward Bound Alumni Association Scholarships during the evening's ceremony. Ninety eight percent of the graduates will attend college in the fall with forty of the 109 graduates attending CSU, Chico.

Diversity Efforts:

- Increase diversity of students from certain target schools – Most of the 18 target schools that we partner with recruit a diverse group of students to our program. We did, however, have two schools where only one ethnic group was represented in the students we served. It became a point of confusion as students informed us they assumed only students from minority backgrounds could apply to our program, which is absolutely not the case. We have reached out to various student groups at those schools and have worked diligently with teachers, counselors and administrators to inform them that ethnicity is not a factor in selection. We have successfully admitted students from other ethnic backgrounds for the 2016-2017 academic year from those schools and hope to continue that trend.
- Create recruitment video representative of our diverse students and staff – In October of 2015, we debuted a new recruitment video that depicts the diversity within our program. Female and male students from various schools and ethnic backgrounds share their firsthand experience with the program. This recruitment video, along with other recruitment materials has been distributed to all partner high school counselors and used during recruitment visits.

III. Changes in Policies and Procedures

- **Tutoring Services** – Since the inception of the program, Upward Bound has provided in person tutoring services at each high school. Students have connected with their tutor during class, lunch or afterschool. It has become increasingly difficult to continue this practice because students are losing valuable class time, and it has become very costly to compensate approximately 25 tutors for mileage and driving time on a weekly basis. Beginning in the fall of 2016, the program will move to an exclusively online tutoring method for the majority of students. This will be a significant shift in our service delivery method. During the 2015-2016 academic year, a survey was distributed to determine the technological needs of our students. Upward Bound staff will work with students, parents and school administrators to ensure students have access to online tutoring services even though they may not have a computer or wifi

connection at home. The program has set aside funds to purchase additional equipment that will be loaned to students for online tutoring services.

IV. Resources Summary

Resource Allocation:

Original Upward Bound Grant

June 1, 2015 – May 31, 2016

125 participants

- 2015-2016 allocation **\$560,000**
- Program expenses (545,675)
- Projected carry forward **\$14,325**

Upward Bound II Grant

September 1, 2015 – August 31, 2016

76 participants

- 2015-2016 allocation **\$339,380**
- Program expenses (334,180)
- Projected carry forward **\$5,200**

Upward Bound Math & Science

September 1, 2015 – August 31, 2016

56 participants

- 2015-2016 allocation **\$250,000**
- Program expenses (246,900)
- Projected carry forward **\$3,100**

Upward Bound STEM

October 1, 2015 – September 30, 2016

60 participants

- 2015-2016 allocation **\$250,000**
- Program expenses (245,800)
- Projected carry forward **\$4,200**

Summer Foods Service Program

June 1, 2015 – May 31, 2016

218 participants

- 2015-2016 allocation **\$44,664.22**
- Decrease from 2014-2015 (\$1,459.78)

Workforce Investment Act

July 1, 2015 – June 30, 2016

54 participants

- 2015-2016 allocation **\$47,704**
- Decrease from 2014-2015 (\$427)

Amy Kee Scholarship Endowment

- 2015-2016 total **\$30,065.74**
- 2015-2016 contributions \$2,529.09

Total funds for 2015-2016 \$1,520,823.96

Human Resources:

- Upward Bound has historically employed approximately CSU, Chico students as tutors, who then travel to area high schools to assist participants on a weekly basis. Tutors were hired on a semester basis and had a caseload of students who they tutored and assisted with college preparation questions. The role of the tutor will now transition into an online tutoring platform and all tutoring will be subject specific. The role of providing college guidance will now shift entirely to the Program Advisor, leaving the tutor to exclusively provide academic guidance.

Facilities/Equipment:

- The use of campus facilities has been a challenge due to the cost. Upward Bound is considered an auxiliary agency, therefore the cost of reserving campus facilities is higher than what state funded programs are required to pay. For the past three years, we have held events (student and parent orientations, awards and graduation ceremonies) at off campus venues, but those facilities are not ideal because of their distance to campus and inadequate space for our increased number of participants and parents. We are pleased that Cabinet made a decision this year to cover the cost of certain campus facilities we utilize.

V. Program Assessment of Past Year

Note: The following Annual Objectives data corresponds to the 2014-2015 academic year. Due to the U.S. Department of Education reporting requirements, Upward Bound grantees complete annual reports in December of

every year, therefore 2015-2016 data is not yet available. All other information included in this report (highlights, program goals, etc.) correspond to the 2015-2016 academic year.

Program Objectives:

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 317 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 – 92% of the UB seniors served during the 2014-2015 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 2014-2015 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 – 100% 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 – 95% of graduates in 2015 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 - 49% of participants received their degree within six years, although the data shows that the majority of the remaining participants were still enrolled in their seventh year.

Annual Objectives for 2015-2016:

- **Expand Online Tutoring Program**

Met – The online tutoring program first piloted at Lindhurst High School was replicated at Oroville High School for the 2015-2016 academic year. More than 30 participants from that school utilized the new Upward Bound classroom and connected weekly with their tutor using the online tutoring format. Upward Bound saw significant savings since tutors were no longer required to travel to the school and be compensated for mileage. Students also had the flexibility to access tutoring services during lunch or after school hours by checking out a laptop to use from home.

- **Grow Amy Kee Scholarship Endowment**

Met – Upward Bound was able to award an Amy Kee scholarship to four deserving 2016 graduates, where in previous years we had only been able to award one or two scholarships. Upward Bound staff worked with the Office of Advancement to create a new Amy Kee scholarship brochure that was then distributed to all attendees present at the 50th anniversary gala on September 19, 2015. Alumni of the program were encouraged to donate at the event or consider giving towards the scholarship on a regular basis. The names and contact information of all alumni present at the event were collected and all will receive a follow up newsletter highlighting Upward Bound's continuous success. We hope to increase contributions from Upward Bound alumni to the Amy Kee scholarship in the future by keeping them informed of the program's activities.

- **Prepare students for Careers in Medicine**

Not met – We were unable to find an instructor that could teach an introductory summer course that resembles a ROP medical course taught at local high schools. Many of our students are interested in the field of medicine, so we will continue to look for other avenues that help them explore careers in medicine. Currently, we have partnered with the Rural Northern California Clinical Simulation Center in Chico that provides our students with a hands-on medical career experience. Participants are able to make medical decisions on the spot and work with adult and pediatric human patient simulators while also receiving instructions and guidance from medical professionals.

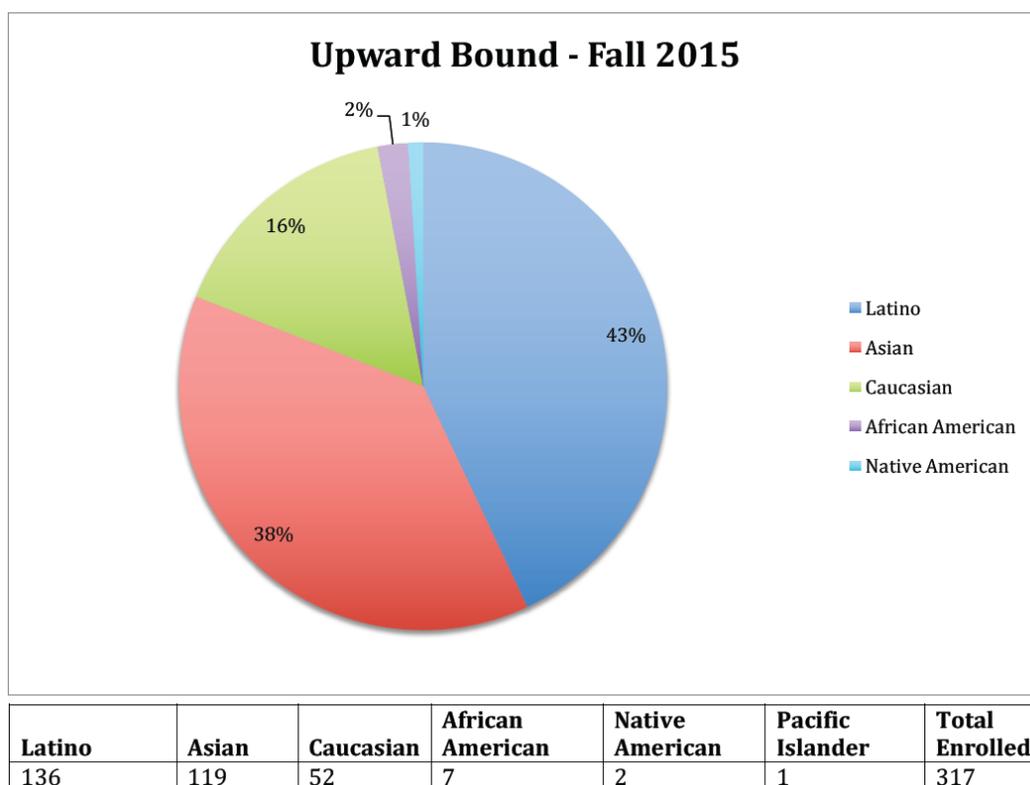
Ongoing Assessment Efforts:

Demographic Reporting

A total of 317 participants were served during the 2015-2016 academic year by the four Upward Bound federal grants.

Original Upward Bound – 125
Upward Bound Math & Science – 56

Upward Bound II – 76
Upward Bound STEM – 60



VI. Analysis

- Increase number of male applicants – During the 2015-2016 academic year, 62% of participants were female, while only 38% were male. It has been increasingly difficult to recruit male applicants from partnership schools. Traditional recruitment efforts that include class presentations and student identification by high school counselors have yielded only a few male applicants. In an effort to increase the male applicant pool, Upward Bound staff will contact high school coaches to offer information about Upward Bound services. Additionally, Upward Bound student

leaders will work with staff to identify male students from their respective schools and begin to play a larger role in overall recruitment.

VII. Program Objectives for Next Academic Year

- **Move to program wide online tutoring program** – As mentioned previously, the program will move to provide weekly tutoring services via an online method for most of its students. If successful, we will discontinue the Saturday tutoring programs currently in effect at Yuba City High School and the Meriam Library at CSU, Chico. The students from Yuba City, River Valley, Live Oak, Chico and Pleasant Valley high schools who are served by these Saturday sessions will then also transition to the online tutoring program.
- **Transition summer math courses to common core standards** – Upward Bound's summer math courses include Geometry, Algebra II, Pre Calculus, Calculus and Statistics. In order to align with new common core standards, Upward Bound will transition to Integrated Math 1, 2 and 3. This change will not only better prepare participants for the following academic year, but also for college math placement tests and college level math courses.
- **Introduce tutoring incentive program** – It is required that every student attend weekly tutoring sessions offered by Upward Bound either at their respective school, online or Saturday session. Attendance decreased approximately 15% during the 2015-2016 school year; which required tutors to individually follow-up with each student. In an effort to remedy this issue, we will introduce a new incentive program beginning in the fall of 2016. Those students with 80% tutoring attendance will automatically be eligible to participate in a college visit during the spring semester. This opportunity will be open to students from all schools and class levels. Moving forward, only students with high tutoring participation will be eligible for future college trips.