California State University, Chico

Division of Student Affairs

Early Outreach and Support Programs

Educational Opportunity Program
Dream Center
Foster Youth Program-PATH Scholars
TRIO Educational Talent Search
TRIO Student Support Services
TRIO Upward Bound
TRIO Upward Bound Math and Science

Annual Report 2025-2026

California State University, Chico

Educational Opportunity Program

Annual Report 2025-26

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.

II. Accomplishments - A highlight

Proudly Owning Who We Are
Strengthened Summer Bridge Through Campus Partnerships: EOP welcomed **104 incoming students** through the Summer Bridge Program and strengthened its partnership with Academic Affairs, including the English and Mathematics Departments, to provide daily academic workshops. These collaborations supported a successful transition to Chico State while advancing equitable access to academic preparation and community building.

Leveraging Our Strengths in What We Do
Strengthened First-Year Student Success: EOP supported **174 first-year students** through its First-Year Experience (FYE) program, providing proactive peer mentoring, academic workshops, and individualized support from six Peer Paraprofessionals. By fostering early connections and addressing academic, financial, and personal barriers, EOP promoted student success and a strong sense of belonging for first-generation and historically underserved students.

Advancing Our Influence by How We Do Our Work
The EOP Canvas Hub enhanced student access to academic resources and timely communication, recording **2,383 page views** during registration and progress report outreach and **872 module views** during the Spring semester. These online resources increased equitable access to advising information, academic success tools, and campus support services.

Let's Dance!
EOP strengthened its culture of continuous improvement by expanding program assessment and using student feedback to enhance services. The EOP Associate Director served on the Division of Student Affairs Assessment Lead Team and EOP partnered with the Career Center to establish a process for collecting career outcomes data on EOP graduates, creating a foundation for evaluating long-term student success.

III. Program Statistics and Assessment for Past Year

Office Visits

EOP Total Visit	
Term	Total Visit
Fall 2025	1712
Spring 2026	1496

EOP Total Unique Student Visit			
Term	Total Unique Students	Total Students	%
Fall 2025	440	1063	41%
Spring 2026	404	1005	40%

EOP Services Used	
AvailableServiceName	Total
Computer Lab	1722
EOP Advising	452
EOP Parapro Advising	399

* EOP Parapro advising used another system last year

Retention Rate

Cohort 19: Fall 2019 First Year Students		
Term	Total Enrolled	%
Fall 2019	174	
Spring 2020	168	97%
Fall 2020	153	88%
Spring 2021	141	81%
Fall 2021	130	75%
Spring 2022	123	71%
Fall 2022	115	66%
Spring 2023	106	61%
Fall 2023	62	36%
Spring 2024	50	29%
Fall 2024	24	14%
Spring 2025	21	12%

Cohort 20: Fall 2020 First Year Students		
Term	Total Enrolled	%
Fall 2020	184	
Spring 2021	174	95%
Fall 2021	143	78%
Spring 2022	122	66%
Fall 2022	110	60%
Spring 2023	104	57%
Fall 2023	93	51%
Spring 2024	87	47%
Fall 2024	44	24%
Spring 2025	32	17%
Fall 2025	15	8%
Spring 2026	9	5%

Cohort 21: Fall 2021 First Year Students		
Term	Total Enrolled	%
Fall 2021	161	
Spring 2022	152	94%
Fall 2022	133	83%
Spring 2023	129	80%
Fall 2023	120	75%
Spring 2024	118	73%
Fall 2024	115	71%
Spring 2025	109	68%
Fall 2025	54	34%
Spring 2026	35	22%

Cohort 22: Fall 2022 First Year Students		
Term	Total Enrolled	%
Fall 2022	206	
Spring 2023	198	96%
Fall 2023	170	83%
Spring 2024	158	77%
Fall 2024	149	72%
Spring 2025	143	69%
Fall 2025	143	69%
Spring 2026	137	67%

Cohort 23: Fall 2023 First Year Students		
Term	Total Enrolled	%
Fall 2023	206	
Spring 2024	197	96%
Fall 2024	174	84%
Spring 2025	167	81%
Fall 2025	152	74%
Spring 2026	146	71%

Cohort 24: Fall 2024 First Year Students		
Term	Total Enrolled	%
Fall 2024	241	
Spring 2025	232	96%
Fall 2025	201	87%
Fall 2025	195	97%
Spring 2026	183	94%

Cohort 25: Fall 2025 First Year Students		
Term	Total Enrolled	%
Fall 2025	169	
Spring 2026	163	96%
Fall 2026	152	90%

Graduation Rates

Cohort		Percent Of Cohort Graduating			
Fall Semester	Count	4 Year Grad Total	4 Year Grad %	6 Year Grad Total	6 Year Grad %
1995	175	9	5%	39	22%
1996	188	2	1%	45	24%
1997	180	11	6%	58	32%
1998	203	10	5%	61	30%
1999	220	18	8%	77	35%
2000	170	3	2%	56	33%
2001	200	10	5%	68	34%
2002	211	11	5%	63	30%
2003	197	12	6%	87	44%
2004	160	13	8%	74	46%
2005	211	15	7%	99	47%
2006	214	17	8%	103	48%
2007	173	7	4%	62	36%
2008	200	6	3%	64	32%
2009	228	25	11%	123	54%
2010	215	15	7%	144	67%
2011	237	14	6%	138	58%
2012	219	33	15%	119	54%
2013	211	22	10%	127	60%
2014	213	36	17%	132	62%
2015	215	32	15%	119	55%
2016	191	28	15%	98	51%
2017	195	33	17%	95	49%
2018	194	48	25%	111	57%
2019	174	50	29%	95	55%
2020	183	81	44%	91	50%
2021	161	54	34%	92	57%
2022	207	65	31%		
2023	206		0%		
2024	241		0%		
2025	171		0%		

IV. Integrate Unit Objectives with Strategic Action Plan in 2026-27

Proudly Owning Who We Are

Increase student engagement and sense of belonging by expanding EOP community-building opportunities, with at least 75% of first-year EOP students participating in three or more EOP-sponsored programs or events during the 2026–2027 academic year.

Leveraging Our Strengths in What We Do

By December 31, 2026, complete the full transition of EOP Advisor program functions to Chico State 360, including implementation of the Progress Report feature, with 100% of advising activities documented and managed within the platform.

Advancing Our Influence by How We Do Our Work

Strengthen collaboration with Academic Affairs (i.e. Academic Advising & College Success Centers) and campus partners by increasing participation in joint student success initiatives, resulting in at least four collaborative workshops or programs offered during the 2026–2027 academic year.

Let's Dance!
Develop and implement an annual assessment plan for EOP signature programs (Summer Bridge, First-Year Experience, and Academic Advising), using student feedback and participation data to identify at least three program improvements for implementation during the 2026–2027 academic year.

V. Identify at least one goal/objective that supports the Chico State Playbook in 2026-27

Goal: Strengthen the foundation of the Educational Opportunity Program (EOP) by stabilizing the team through staffing transitions and onboarding new employees. EOP will also strengthen its First-Year Experience (FYE) pillar by enhancing coordinated support and services that promote student success, aligning with the Chico State Playbook's focus on organizational effectiveness.

Goal: In partnership with the Division of IT, successfully implement the Chico State 360 Progress Report feature for Fall 2026 to enhance faculty progress reporting, strengthen early identification of student needs, and improve coordinated support for student success.

This goal supports the Chico State Playbook by leveraging technology and cross-division collaboration to strengthen early intervention efforts, improve communication between faculty and student support professionals, and enhance student success outcomes.

California State University, Chico

Dream Center

Annual Report 2025-26

I. Mission Statement

The Dream Center empowers undocumented, AB 540, mixed-status, immigrant, and ally students by fostering belonging, removing barriers to higher education, and connecting students to culturally responsive advising, legal resources, financial support, leadership opportunities, and campus partnerships that promote persistence, graduation, and post-graduate success.

II. Accomplishments - A highlight

Proudly Owning Who We Are
The Dream Center strengthened a culture of belonging through immigration legal clinics, telling our story, peer engagement, and culturally responsive programming. The Center was nominated for the Seal of Excelencia in recognition of its contributions to equitable outcomes for Latinx students.

Leveraging Our Strengths in What We Do
Giving Day raised more than $4,000 for emergency assistance and student programming. Dream Act Service Incentive Grant (DSIG)participation increased from 3 to 9 students, expanding paid service-learning opportunities while reducing financial barriers.

Advancing Our Influence by How We Do Our Work
Eighty-five faculty and staff completed UndocuAlly Training, strengthening institutional capacity to serve undocumented and mixed-status students. Cross-campus partnerships with Financial Aid, Basic Needs, Career Center and CHIRLA to serve students.

Let's Dance!
The Dream Center hosted community-building programs that celebrated identity while connecting students to practical resources. Department events engaged approximately 205 attendees in Fall 2025 and 215 attendees in Spring 2026 (420 total), reinforcing belonging and student success.

These accomplishments directly support the Student Affairs Strategic Action Plan by advancing belonging, leveraging collaborative partnerships, expanding institutional influence, and fostering joyful, inclusive engagement. They also align with the Chico State Playbook's priority of creating a welcoming university culture and the CSU Promise through affordability, personalized support, inclusive learning environments, and pathways to career success.

III. Program Statistics and Assessment for Past Year

Key metrics that demonstrate program reach, engagement, outcomes, and areas of notable impact.

DREAM CENTER
2025–26 IMPACT AT A GLANCE

CHICO STATE DREAM CENTER

METRIC	2025–26
Fall 2025 Student Visits	1,622
Spring 2026 Student Visits	2,615
Academic Year Visits	2,745
Fall Event Attendance	205
Spring Event Attendance	215
Total Event Attendance	420
Giving Day Funds Raised	>$4,000
UndocuAlly Participants	85 employees
DSIG Student Participation	Increased from 3 to 9
Seal of Excelencia	Program nominated

Successes

- Record student engagement, with **4,237** annual visits, demonstrates increased utilization of Dream Center services.
- Expanded institutional impact through 85 UndocuAlly-trained employees.
- Increased financial and experiential support by tripling DSIG participation.
- Raised more than $4,000 during Giving Day to directly support students.
- Earned a Seal of Excelencia nomination, highlighting the Dream Center as a model of equitable student success.

Challenges

Because undocumented students often seek services anonymously, the Dream Center intentionally limits the collection of identifiable student data to protect privacy. While this confidentiality-centered approach is essential, it presents challenges in measuring long-term outcomes such as persistence, graduation, and post-graduate success.

IV. Integrate Unit Objectives with Strategic Action Plan in 2026-27

Proudly Owning Who We Are

Increase the sense of belonging and successful transition of newly admitted undocumented, AB540, and mixed-status students by implementing the Dream Center **Connection Ambassador Program**. Student Ambassadors will provide individualized outreach prior to orientation, peer mentoring throughout the summer,

and transitional support during Welcome Week and the first two weeks of the semester.

Leveraging Our Strengths in What We Do
Expand equitable access to academic and career success by implementing the **Access to Achievement**: Investing in Dream Futures initiative. Through direct educational supply awards, professional development funding, entrepreneurship workshops, graduate school preparation, and a Career Pathways Speaker Series, the Dream Center will reduce financial barriers while increasing students' access to career readiness opportunities. The program will provide direct support to participating students.

Advancing Our Influence by How We Do Our Work
Launch the **Dream Leaders Fellowship**: AB540 Leadership Internship Program to develop the next generation of campus and civic leaders. Eight to ten Fellows will participate in leadership development, governance meetings, mentorship, and civic engagement experiences while producing recommendations to strengthen institutional equity. By the conclusion of the fellowship, 80% of Fellows will demonstrate increased knowledge of university governance.

Let's Dance!
Create meaningful opportunities for community, celebration, and connection by integrating the three grant-funded initiatives into a year-long student engagement model that includes Welcome Week activities, peer-led programming, leadership showcases, Career Pathways events, and community celebrations. The Dream Center will continue to sustain participation in educational and community-building events over the previous academic year while maintaining a strong emphasis on joy, cultural affirmation, leadership, and belonging for undocumented and mixed-status students. Our highlight will be our tenth anniversary.

Identify and describe at least one topic on which your area will assess the outcomes.

To evaluate the effectiveness of these initiatives, the Dream Center will implement a comprehensive assessment plan using both quantitative and qualitative measures. Assessment will include student participation and retention data, utilization of services, attendance at events and workshops, leadership engagement, and completion of program milestones. Students participating in each initiative will complete pre- and post-program surveys measuring sense of belonging, confidence navigating university systems, leadership self-efficacy, career readiness, and awareness of campus resources.

V. Identify at least one goal/objective that supports the Chico State Playbook in 2026-27

Goal:
Advance a welcoming, inclusive, and student-centered university culture by implementing a comprehensive continuum of support that empowers undocumented, AB540, and mixed-status students from admission through graduation and into post-graduate success. Through three externally funded initiatives, the Dream Center will expand equitable access to resources, leadership development, peer mentorship, and career readiness while strengthening students' sense of belonging and connection to Chico State. These initiatives directly support the Chico State Playbook's highest priority of creating a welcoming and exciting university culture by ensuring students are not only welcomed to campus but are equipped to thrive academically, professionally, and personally.

Objectives:
Strengthen early student success and belonging by implementing the Dream Center Connection Ambassador Program, providing proactive outreach to admitted Dream students before orientation, peer mentorship throughout the summer, and transitional programming during Welcome Week and the first weeks of the semester to improve enrollment yield, belonging, and first-year persistence.
Expand equitable access to academic and career opportunities through the Access to Achievement: Investing in Dream Futures initiative by providing supply awards, professional development resources, entrepreneurship education, graduate school preparation, and a Career Pathways Speaker Series that address barriers created by limited access to work authorization and financial aid.
Develop the next generation of campus leaders through the Dream Leaders Fellowship: AB540 Leadership Internship Program, providing paid leadership experiences, mentorship, governance participation, civic engagement opportunities, and policy advocacy training that elevate student voice while preparing participants for leadership roles on campus and beyond.

California State University, Chico

PATH Scholars

Annual Report 2025-26

I. Mission Statement

The Foster Youth Committee is dedicated to supporting the diverse higher educational needs of current and former foster youth and students with unaccompanied homeless experiences. Acting as a liaison with campus and community resources, PATH Scholars enhances access to Chico State through collaborative partnerships while empowering students to persist, graduate, and thrive beyond the university.

II. Accomplishments - A highlight

Proudly Owning Who We Are

During the 2025–26 academic year, PATH Scholars continued to strengthen its identity as a relationship-centered program serving students with foster care and unaccompanied homeless experiences. Building on the PATH Scholars Center, professional and student staff transformed the space into a vibrant community where students found connection, continuity of support, and belonging. Through individualized advising, basic needs support, and consistent outreach, the Center became more than a physical space—it became a trusted home base.

Leveraging Our Strengths in What We Do

PATH Scholars expanded opportunities for student success through holistic support beyond traditional advising. Staff assisted students with financial aid navigation, orientation, emotional support, crisis response, emergency resources, and individualized guidance. As the proportion of distance-learning participants grew to approximately 30%, PATH Scholars intentionally expanded hybrid advising, programming, and engagement to ensure students remained connected regardless of location. These efforts advanced equitable access by meeting the diverse needs of students from a wide range of backgrounds and experiences, including distance learners, older and returning students, first-generation students, and students navigating financial or housing insecurity. Community partnerships with local organizations and a generous endowment commitment further removed barriers to student success.

Advancing Our Influence by How We Do Our Work

While PATH Scholars is designed to support students throughout their college experience, it also provides continuity of support through the many significant transitions students navigate along the way. The trust, relationships, and sense of belonging cultivated throughout their college experience often result in enduring connections well beyond graduation, as alumni continue to seek guidance, celebrate milestones, and remain connected to the PATH Scholars community.

Let's Dance!

PATH Scholars intentionally created opportunities to celebrate students throughout the academic year, recognizing that joy, belonging, and community are essential to student success. From Welcome Packages and Finals Week encouragement to graduation celebrations and everyday moments of connection within the Center, students were consistently reminded that they were valued members of the Chico State community.

III. Program Statistics and Assessment for Past Year

During the 2025–26 academic year, PATH Scholars directly served **82 enrolled students** while supporting a broader ecosystem of prospective and incoming students, students on temporary leave, and alumni navigating graduate school, career transitions, and other significant life milestones. This broader reach also included a substantial number of students potentially eligible for PATH Scholars who required extensive staff time and support through eligibility verification, admissions, financial aid, and resource navigation, even when they ultimately did not enroll in the program. This relationship-centered approach contributed to strong student outcomes, including a **90% retention rate, 24 graduates** (22 bachelor's degrees and 2 post-baccalaureate degrees), and continued engagement that reflects the lasting relationships students build throughout their college experience and beyond.

As the proportion of students enrolled in distance-learning programs grew to approximately **30%** during the academic year, PATH Scholars intentionally expanded hybrid advising, programming, and engagement opportunities to ensure students remain connected to the program, its services, and one another regardless of location.

The PATH Scholars Center recorded **1,122 student visits** during the 2025–26 academic year. Center activity included **259 advising appointments**, **820 lounge and study area visits**, and 29 department event visits. These interactions reflect the Center's continued role as a trusted home base where students accessed individualized support, academic resources, and opportunities for community and connection.

PATH Scholars utilizes an annual End-of-Year Survey to assess student satisfaction, program effectiveness, and opportunities for continuous improvement, ensuring student feedback informs ongoing program development. During the 2025–26 academic year, **23 students completed the survey**, representing a **28% response rate**. Survey findings reinforced the value of PATH Scholars' relationship-centered approach and highlighted the importance of individualized support, community, and belonging in students' overall success.

Key survey findings include:

- **94%** of respondents reported being **Very or Moderately Satisfied** with their overall PATH Scholars experience.
- **89%** rated the PATH Scholars Center as **Extremely or Very Helpful** to their success.
- **89%** reported that PATH Scholars supported them **Completely or Considerably** in overcoming the challenges they experienced during the academic year.
- **89%** reported that individual meetings with PATH Scholars staff had a **Significant or Moderate Impact** in connecting them with campus resources.

Survey responses demonstrated that students navigated a wide range of academic and personal challenges. Financial concerns, balancing work and family responsibilities, time management, mental and emotional well-being, housing insecurity, and rigorous academic demands emerged as the most common themes. These findings reinforce the importance of PATH Scholars' holistic, relationship-centered approach, recognizing that student success is influenced by both academic and non-academic factors.

Open-ended responses emphasized the importance of relationships, community, and everyday connection. Students most frequently identified interactions with PATH Scholars staff, time spent in the Center, shared meals, community-building activities, and opportunities to connect with peers as their favorite experiences. Together, these responses demonstrate that students value not only the services provided, but also the welcoming environment and genuine relationships that define the PATH Scholars experience.

Students attributed their satisfaction with PATH Scholars to the individualized support, genuine care, and welcoming community they experienced. Responses highlighted the patience, encouragement, and guidance provided by staff, along with assistance navigating financial aid, housing, academic transitions, and other personal challenges. Several students emphasized that PATH Scholars ***significantly influenced their ability to persist***, with one sharing:

> *"My time at Chico State would've looked completely different without the support of PATH Scholars."*

Together, these reflections reinforce that the program's greatest strength lies not only in the services it provides, but in the meaningful relationships that help students persist and succeed.
Students also demonstrated remarkable resilience and personal growth. When asked what they were most proud of, they most often described persevering through adversity, achieving academic success, stepping outside their comfort zones, and continuing to pursue their educational goals despite significant personal and financial challenges. One graduating student shared:

"Graduating beyond all the statistics against me! Former foster youth, first gen, teen parent."

These reflections reinforce that student success is measured not only by grades and graduation, but also by the confidence, resilience, and determination students develop along the way.

IV. Integrate Unit Objectives with Strategic Action Plan in 2026-27

Proudly Owning Who We Are
Maintain an overall student satisfaction rate of at least 85%, as measured through the annual PATH Scholars End-of-Year Survey.

Leveraging Our Strengths in What We Do
Increase documented PATH Scholars Center engagement by 10%, as measured through annual Center visit data.

Advancing Our Influence by How We Do Our Work
Strengthen the PATH Scholars alumni network by hosting at least one alumni engagement opportunity during the 2026–27 academic year to foster continued connection and engagement beyond graduation.

Let's Dance!
Celebrate the PATH Scholars experience by creating two meaningful traditions that foster joy, hope, and a strong sense of self—traditions students can carry with them beyond graduation.

Assessment Topic

Evaluate student engagement, satisfaction, and the effectiveness of PATH Scholars' relationship-centered support model through annual Center utilization data and the End-of-Year Student Survey. Findings will be used to inform continuous program improvement.

V. Identify at least one goal/objective that supports the Chico State Playbook in 2026-27

Encourage students to confidently engage in and fully experience Chico State through campus-wide involvement and leadership opportunities, building upon the trusted foundation they have established through PATH Scholars.

California State University, Chico

TRIO Educational Talent Search

Annual Report 2025-26

I. Mission Statement

TRIO Educational Talent Search (ETS) prepares and motivates 1,325 low-income, first-generation college students in grades 6th-12th for success in postsecondary education.

History at Chico State

Educational Talent Search I - funded in 1990 to serve 825 scholars at 15 target schools: Anna McKenney Intermediate, Bidwell Junior, The Studios@Central, Gray Avenue Middle, Las Plumas High, Live Oak High, Live Oak Middle, Los Molinos High, Marsh Junior, Marysville High, Oroville High, Paradise High, Pleasant Valley High, Willows High and Yuba City High in five counties (Butte, Glenn, Sutter, Tehama and Yuba).

Educational Talent Search II - funded in 2006 to serve 500 scholars at 9 target schools: Chico Junior, Chico High, CK Price Intermediate, Gridley High, Hamilton Elementary, Hamilton Union High, Orland High, Sycamore Middle and Williams Junior/Senior High in three counties (Butte, Colusa and Glenn).

II. Accomplishments/Highlights

Culture is Currency STEAM Innovation Accelerator Program – hosted a two-week STEAM summer program in partnership with Chico State's Department of Engineering, Computer Science, and Construction Management. Funded through a Hispanic-Serving Institution (HSI) grant awarded by CSU Northridge, the program engaged 21 Educational Talent Search students in immersive, hands-on learning experiences. Under the guidance of Chico State faculty, students built and programmed mBot robots, designed and created concrete coasters, explored 3D design and printing, developed culturally relevant digital stories, completed “The Wildcat Trail” that included scenarios first year college students encounter and participated in other interactive STEAM activities that fostered creativity, innovation, and college and career exploration.

Healthcare Fair (20 students)– in collaboration with the Department of Social Work, hosted a Healthcare Fair designed to inspire students—particularly those from underrepresented backgrounds—to explore careers in the healthcare field. Participants attended interactive workshops led by healthcare professionals who shared their educational journeys, career experiences, and advice for pursuing careers in healthcare.

Women’s Symposium (50 students) – in collaboration with Sigma Omega Phi Multicultural Sorority, hosted to inspire and empower students to pursue higher education. The conference featured an inspiring keynote address by Dr. Nandi Crosby and interactive workshops on healthy relationships, study abroad opportunities, entrepreneurship, and starting a business. The symposium encouraged students to

explore their academic, personal, and professional potential while connecting them with valuable educational resources and opportunities.

Senior Admissions Seminar (55 Students) – hosted to support high school seniors as they navigate the transition to higher education. The seminar equipped students with essential information and resources to successfully complete the college admissions process. Dr. Cirilo Cortez delivered an inspiring keynote address, followed by workshops on college admissions, financial aid, and educational support programs. Participants also enjoyed a guided campus tour and received backpacks filled with school supplies to support their academic success.

STEM Academy (92 students)– in collaboration with Chico State's student organization Latinos in Technical Careers, 6th-10th grade ETS scholars participated in a dynamic event designed to inspire students to pursue STEM majors/careers. Students engaged in hands-on workshops led by Chico State students, including forensic anthropology, human osteology, and skeletal analysis with the Human Identification Lab; STEM kit construction with engineering students; and a chromatography experiment facilitated by the Chemistry Club.

III. Program Statistics and Assessment for Past Year

A successful Annual Performance Report was submitted to the U.S. Department of Education, with all program objectives fully met! The following Annual Objectives data reflects the annual objectives for the 2024-2025 academic year. However, due to the federal reporting timelines, Educational Talent Search grantees submit annual reports in December, therefore the 2025-2026 data is not yet available.

Mandated Program Objectives:

1. **Secondary School Persistence:** 93% 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%**

2. **Secondary School Graduation:** 84% of seniors served during the project year will graduate during the project year, with a regular secondary school diploma. **Exceeded – 100**%

3. **Secondary School Graduation, Academic Rigorous:** 46% 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. **Exceeded – 78%**

4. **Postsecondary Education Enrollment:** 77% 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. **Exceeded - 89%**

5. **Postsecondary Attainment:** 36% of participants served during the project year who enrolled in an institution of higher education by the fall term immediately

following high school graduation, will complete a program of postsecondary education within six years. **Exceeded - 67%**

Type of Degree	Number of Participants
Certificate only	14 = 6%
Associate Degrees	40 = 17%
Bachelor's Degrees	85 = 37%
Both an Associate & a Bachelor's	4 = 2%
More than one credential (other combinations)	10 = 4%
Total number of participants from the 2018-2019 cohort that did not earn a postsecondary credential, or whose postsecondary attainment is unknown	76 = 33%
Total number of participants from the 2018-2019 cohort that earned a credential/degree	**153 = 67%**
Total number of participants from the 2018-2019 cohort	229

Ongoing Assessment Efforts – Annual Objectives for 2025-2026: We are committed to continuously evaluating and improving our program to best meet the needs of our scholars. Ongoing assessment efforts include an Annual Performance Report submitted to the U.S. Department of Education, student evaluations following each event, and a comprehensive program evaluation conducted prior to scholar's graduation. Based on these assessments, ETS staff meet each June to review outcomes and strategically plan for the upcoming academic year.

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

Academic Year	Scholars Served	Seniors	Seniors that Applied for Financial Aid	Seniors Enrolled in Postsecondary Education
2024-2025	1,346	215	157 = 73%	188 = 88%
2023-2024	1,353	253	219 = 87%	222 = 88%
2022-2023	1,287	208	193 = 93%	187 = 90%
2021-2022	1,104	223	188 = 84%	182 = 82%
2020-2021	1,119	271	220 = 81%	214 = 79%
2019-2020	1,256	230	210 = 91%	192 = 83%
2018-2019	1,359	242	233 = 96%	229 = 95%
2017-2018	1,387	259	253 = 98%	249 = 96%
2016-2017	1,360	281	271 = 96%	261 = 93%
2015-2016	1,355	299	287 = 96%	272 = 91%

IV. Unit Objectives with Strategic Action Plan in 2026-27

- **Proudly Owning Who We Are**
  - Review and update the Educational Talent Search website, program brochure, and infographic to include latest student success data by October, ensuring 100% of outreach materials reflect the most recent program outcomes and impact.

- **Leveraging Our Strengths in What We Do**
  - Meet with school contacts from all target schools to review recruitment goals, strengthen referral partnerships, and implement recruitment strategies that achieve 100% of the Educational Talent Search participant target by May 2027, reducing the need for summer recruitment.

- **Advancing Our Influence by How We Do Our Work**
  - In partnership with the College of Engineering, Computer Science, and Construction Management, plan and deliver two STEM career exploration workshops featuring alumni working in engineering, computer science, and construction management by June 2027, with the goal of exposing Educational Talent Search scholars to STEM majors, career pathways, and industry professionals.

- **Let's Dance!**
  - Host Educational Talent Search celebrations by June 2027 to celebrate 100% of participating ETS scholars who promote from 8th grade, graduate from high school and present the Friend of ETS Award to outstanding program supporters, staff, and community partners who have made significant contributions to student success.

V. Identify at least one goal/objective that supports the Chico State Playbook in 2026-27

Host Jumpstart to College conference to prepare first-time college students for a successful transition from high school to college. The conference fosters a sense of belonging through an inspiring keynote address, a financial aid presentation, workshops on strategies for college success, and an introduction to campus resources and support services. Each participant will receive a backpack filled with school supplies, including a professional portfolio to support their success at future conferences, networking events, and career fairs.

California State University, Chico

TRIO Student Support Services

Annual Report 2025-26

I. Mission Statement

The TRIO Student Support Services (SSS) program at CSU, Chico is committed to increasing the rates of academic achievement, retention, and graduation among historically underrepresented students. This is accomplished by providing holistic and individualized support services that maximize students' innate abilities and draw upon available resources within and outside of the University to benefit students, families, and the larger community.

II. Accomplishments - A highlight

Proudly Owning Who We Are

This academic year, TRIO SSS focused on increasing visibility and outreach by participating in student fairs, online orientation sessions, and Spanish-language orientations. These efforts allowed us to connect with first-generation, low-income, and students with disabilities and their families to share the support available through TRIO SSS! Being first-generation and trying to navigate college can be challenging and TRIO SSS strives to engage with students early in the college journey to help reduce barriers and ensure student success.

Leveraging Our Strengths in What We Do

TRIO SSS continued to strengthen the comprehensive support services that are central to our mission. We maintained our Life After College Series for 3rd and 4th year students where we offered workshops on graduate school applications, student loan repayment, salary negotiation, employment benefits, and career readiness through partnerships with various departments including Human Resources and Graduate Studies. Additionally, we expanded holistic support by hosting a Master of Social Work intern who provided students with socio-emotional support and wellness resources.

Advancing Our Influence by How We Do Our Work

Throughout the year, TRIO SSS partnered with several departments to host Money Makin' Mondays, a financial wellness series that connected students with practical knowledge on topics such as tax preparation, entrepreneurship, budgeting, and financial literacy. These workshops not only had a great turnout of ~60 students but exposed students to other resources on campus and highlighted the importance of financial wellness as a component of student success.

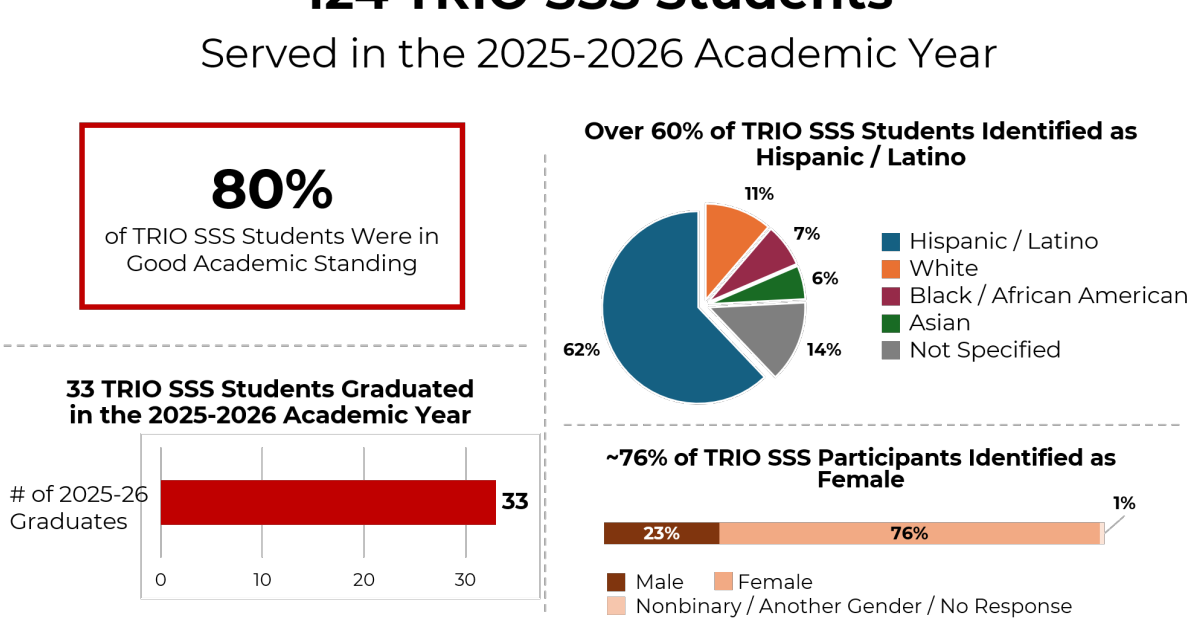
Let's Dance!

During our summer FOCUS program for incoming students, TRIO SSS students volunteered with the local Chico Boys & Girls Club. This gave students an opportunity to engage with the surrounding community as well as develop teamwork skills.

TRIO SSS collaborated with Recreation, Hospitality and Parks Management. Fifteen TRIO SSS students were given the opportunity to learn the basics of rock climbing from their Capstone students. This event was a great opportunity for the Capstone students to practice training and leading a group, while allowing TRIO SSS students to experience an activity they might not have had access to otherwise.

III. Program Statistics and Assessment for Past Year

- Nearly 650 TRIO SSS advising services were recorded across all TRIO SSS students in 2025-2026 academic year. Services included one-on-one financial wellness and academic advising, personal and professional development workshops and study sessions.
- TRIO SSS supported 124 students in the 2025-2026 academic year, with 80% maintaining good academic standing.
- 33 TRIO SSS students graduated over the 2025-2026 academic year.
- TRIO SSS participants represented Black / African American, White, Asian, Hispanic / Latino, and other backgrounds, with 62% identifying as Hispanic / Latino.



IV. Integrate Unit Objectives with Strategic Action Plan in 2026-27

Proudly Owning Who We Are

TRIO SSS will foster a stronger sense of belonging by expanding opportunities for students to engage in community-building, leadership development, and culturally responsive programming. We plan to implement *intentional* outreach by tracking TRIO SSS student major and career interests to identify which opportunities would be most interesting or impactful. We also plan to diversify our programming to encourage greater participation, peer connection, and campus engagement. Success

will be measured by achieving a 10% increase in student participation compared to the previous academic year.

Leveraging Our Strengths in What We Do
TRIO SSS will strengthen student success by providing proactive interventions for participants experiencing academic or personal challenges. This will be achieved by being more intentional with tracking student alerts and meetings using data tracking software for TRIO programs. Students identified through the alerts or referred to by faculty or staff will be contacted within 1 week and connected with appropriate campus and TRIO resources.

Advancing Our Influence by How We Do Our Work
TRIO SSS hopes to expand student learning by strengthening partnerships with campus departments and community organizations. We plan to have hands-on workshops/activities on financial literacy, career exploration, graduate and professional school preparation, personal wellness, etc. By offering at least 10 collaborative educational experiences each year, TRIO SSS will leverage campus partners and resources and increase student real-world experience and professional networking skills for career readiness.

Let's Dance!
TRIO SSS will cultivate a culture of celebration, belonging, and inspiration by recognizing the achievements of its students throughout the academic year. Each semester the program will feature student success stories through newsletters, social media or campus communications to showcase accomplishments in academics, leadership, community engagement, research, internships, graduation, etc.

V. Identify at least one goal/objective that supports the Chico State Playbook in 2026-27

TRIO SSS will strengthen its existing case management approach by ensuring timely, coordinated interventions for students experiencing barriers to success, including housing insecurity, academic appeals, financial aid update challenges, and other emergent needs. The metrics of success consist of the following:

- 100% of students identified with significant barriers will receive proactive outreach and an individualized success plan within 1 week
- 90% of students referred to campus resources will complete at least 1 connection with the appropriate office
- Offer at least 1 educational session or partner with another department each semester to cover topics such as financial aid policy changes, satisfactory academic progress (SAP), academic appeals, and basic needs resources
- Review case management trends each semester to identify emerging student needs and inform program improvements

California State University, Chico

TRIO Upward Bound
&
TRIO Upward Bound Math and Science

Annual Report 2025-26

I. Mission Statement

TRIO Upward Bound

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.

TRIO Upward Bound Math and Science

The Upward Bound Math and Science program is designed to strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, and ultimately careers in the math and science profession.

II. Accomplishments - A highlight

Celebrating 60 Years of Educational Opportunity – The 2025–26 academic year marked a historic milestone as California State University, Chico celebrated **60 consecutive years of federally funded Upward Bound programming**. Since receiving its first grant in 1966, Chico State has remained committed to expanding educational opportunity for first-generation and low-income students throughout Northern California. Over the past six decades, more than 4,000 students have participated in Chico State Upward Bound programs, many becoming college graduates, educators, healthcare professionals, engineers, scientists, business leaders, and community advocates.

The anniversary celebration honored the legacy of thousands of students, alumni, staff, and campus partners whose commitment has helped establish Chico State as a national leader in college access. This milestone reflects the University's long-standing commitment to educational equity and aligns with the Division of Student Affairs' priority of **Proudly Owning Who We Are** by celebrating the University's enduring impact on student success and social mobility.

UB60 Honoring the Past. Funding the Future – To commemorate the program's 60th anniversary, Upward Bound launched the UB60 – Honoring the Past. Funding the Future. giving campaign. The campaign celebrated the program's rich history while investing directly in its future through student scholarships.

The campaign generated **47 individual gifts totaling more than $4,190**, all designated to support scholarships for graduating Upward Bound seniors

beginning their college careers. Contributions from alumni, campus supporters, former staff, and community members demonstrated the lasting impact Upward Bound has had across generations.

Beyond fundraising, the campaign strengthened alumni engagement and reinforced a culture of philanthropy centered on educational opportunity. The campaign exemplifies the Division's strategic priority of **Advancing Our Influence by How We Do Our Work** by cultivating meaningful partnerships that directly benefit students.

Delivering Transformative College Preparation Experiences - During the 2026 summer residential program, Upward Bound provided an immersive college experience for **154 high school students** representing partner schools across Northern California.

Students completed:

- 4-5 academic courses of the 18 academic courses offered
- 112 hours of classroom instruction
- Nearly 50 hours of structured tutoring
- Seven large educational and leadership events
- Weekly academic advising and mentoring
- Career exploration experiences across multiple industries

Academic offerings included Statistics, Physics, Medical Terminology, Robotics, Multimedia Animation, English, Agriculture Science, and other college preparatory courses designed to strengthen academic achievement while exposing students to future career pathways.

Experiential learning opportunities included the annual Career Fair, Student Showcase, Graduation Ceremony, Bidwell Park Beautification Project, university laboratory visits, agricultural industry tours, and healthcare career experiences. These activities provided students with meaningful opportunities to connect classroom learning with real-world careers while fostering leadership, civic engagement, and a strong sense of belonging on the Chico State campus.

These efforts strongly support both the CSU Promise by providing experiential learning opportunities and the Student Affairs strategic priority of **Leveraging Our Strengths in What We Do.**

III. Program Statistics and Assessment for Past Year

The following six performance objectives are dictated by the U. S. Department of Education.

1. Academic Performance Grade Point Average (GPA): Participants served during the project year will have a cumulative GPA of 2.5 or better at the end of the school year.
2. Academic Performance Test: Graduating seniors served during the project year, will have achieved at the proficient level on state assessments in reading/language arts and math.

3. High School Graduation: 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. Rigorous Curriculum (A-G): Participants will complete a rigorous secondary school program of study and graduate that year with a regular secondary school diploma.
5. College Enrollment: Participants will enroll in college by the fall term immediately after high school graduation.
6. College Completion: Participants who enrolled in college, by the fall term immediately following high school graduation will attain either an associate or bachelor's degree within six years following graduation from high school.

	Original UB		**UB II**		**UB Math Science**		**UB STEM**	
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
GPA	65%	91%	72%	96%	65%	96%	68%	97%
Test	45%	64%	43%	59%	31%	50%	27%	50%
Graduation	95%	100%	90%	100%	95%	100%	96%	100%
A-G Completion	45%	84%	38%	79%	38%	88%	40%	82%
College Enroll	75%	93%	72%	89%	73%	94%	74%	88%
College Grad	30%	45%	29%	53%	30%	65%	30%	65%

IV. Integrate Unit Objectives with Strategic Action Plan 2026-27

Proudly Owning Who We Are
Objective: Increase alumni engagement by developing a structured Upward Bound Alumni Network that connects former participants with our program and students through mentoring, career panels, and annual events.
Outcome Measure: Gather and record contact information of at least 40 alumni and invite them to participate in program activities during 2026/2027.

Leveraging Our Strengths in What We Do
Objective: Expand experiential learning opportunities by increasing partnerships with university departments and regional industry leaders.
Outcome Measure: Increase the number of career exploration experiences by 20% in 26/27.

Advancing Our Influence by How We Do Our Work
Objective: Strengthen community investment through scholarship fundraising and external partnerships.
Outcome Measure: Establish an annual campaign that reaches program alumni, community supporters and private sector partners with the goal of offering two scholarships annually.

Let's Dance!
Objective: Continue strengthening staff collaboration while fostering an engaging and welcoming community for students, families, alumni and campus partners.
Outcome Measure: Achieve 95% participant satisfaction regarding students' send of belonging and connection to the Upward Bound community as measured through annual program evaluations.

V. Identify at least one goal/objective that supports the Chico State Playbook in 2026-27

Sustain Chico State's 60-year legacy of educational opportunity by securing continued federal funding that expands access, belonging, and college success for first-generation and low-income students throughout Northern California.

To achieve this goal, the department will develop and submit four highly competitive, evidence-based federal grant proposals that demonstrate the effectiveness, innovation, and lasting impact of Chico State's TRIO programs. The proposal development process will engage staff in collaborative planning, strengthen program assessment, highlight meaningful campus and community partnerships, and showcase the University's commitment to creating welcoming environments where students from all backgrounds can thrive.

Successfully securing another five years of federal funding will preserve more than six decades of educational opportunity at Chico State, ensuring that future generations of students continue to benefit from comprehensive academic support, college preparation, and transformative experiences that advance both the University's mission and the Division of Student Affairs' commitment to student success.