

**ANNUAL REPORT
OF GOALS AND
MEASURES
2013-2014**

**Early Outreach and Support
Programs**

Student Support Services



A Division of Student Affairs
California State University, Chico

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 retention, graduation, and graduate and professional school enrollment rates of eligible students who are receiving project services.

II. Departmental Accomplishments

- An eight week seminar on “Life After College” was successfully implemented.
- Of the 12 first-time students admitted, 12 (100%) are in good academic standing which is 15% above our program objectives.
- Student Accomplishments: Camilo Rios presented at the National Park Service Trail Blazer conference in Arizona about the Green Information Systems. He was chosen 1 of 5 students nationally. Kory Masen was elected Executive-Vice President for the Associated Students, the keynote speaker at the State Capital for National TRiO Day, and received a Certificate of Leadership Identity from the Wild Cat Leadership Institute; Cristian Bravo was name the 2014 Keynote Speaker for the Town Hall Meeting; Xeng Thao received the Gary Pleasant Memorial Scholarship; Jason Anson received a Certificate of Leadership Identity from the Wild Cat Leadership Institute; he also received the NorCal WESTOP and Batlin Memorial Scholarship.

Highlights:

- **Student Success Achievement Celebration** – For the first time, SSS hosted an achievement celebration for all current SSS students. There were over 35 students in attendance. Graduating seniors received a medallion as an acknowledgement of their accomplishments.
- **Summer Graduate School Exploration** – During the summer, SSS toured five different campuses in Northern California for those students who are interested in attending graduate school. The campuses include, UC Davis, San Jose State, UC Berkeley, and CSU, East Bay. The evaluations from the students that attended indicated that it motivated them to apply to graduate school.

- **Leon Panetta Institute for Public Policy** – SSS participant Kory Masen was invited to participate in a one week Public Policy Institute and received a certificate in Education for Leadership in Public Service.

III. Changes in Policies and Procedures

N/A

IV. Resources Summary

Budget Summary:

• SSS allocation for 2013-2014	\$243,634
• Rollover from 2012-2013	16,114
• Total allocation for 2013-2014	259,748
• Projected expenses	(248,247)
• Projected carryover balance	\$11,501

Note: Fiscal year is based on a September 1, 2013-August 31, 2014 timeline.

Staffing:

N/A

Facilities/Equipment:

N/A

V. Program Evaluation for Past Year

Primary Goals

1. Persistence: 85% of all students served by the SSS Project will persist from one academic year to the beginning of the next academic year or graduate.

Of the 161 students enrolled in the fall 2013 semester, 133 have graduated or have registered for the fall 2014 semester (83%).

2. Good Academic Standing: 85% of all enrolled participants served by the SSS Project will meet the performance of good academic standing (2.0 or above).

Of the 161 program participants in 2013-14, 147 or 91.3% of them remained in good academic standing (GPA above 2.0) by the end of the academic year.

3. Graduation: 65% of new participants served each year will graduate within six years.

Cohort: Admitted Fall 2005	Graduated	Persistence/Grad Rate
<i>40 admitted</i>	29	73%
Grad 4 years	4	10%
Grad 5 years	12	30%
Grad 6 years	10	25%
Grad 7 years	2	5%
Grad 8 years	1	3%
Pending Work*	1	3%
Still Enrolled	1	3%
Total Persistence	32	80%

Cohort: Admitted Fall 2006	Graduated	Persistence/Grad Rate
<i>23 admitted</i>	14	61%
Grad 4 years	3	13%
Grad 5 years	7	30%
Grad 6 years	3	13%
Grad 7 years	2	9%
Pending Work*	0	0%
Still Enrolled	0	0%
Total Persistence	15	65%

Cohort: Admitted Fall 2007	Graduated	Persistence/Grad Rate
<i>10 admitted</i>	7	70%
Grad 4 years	2	20%
Grad 5 years	4	40%
Grad 6 years	1	10%
Pending Work*	1	10%
Still Enrolled	0	0%
Total Persistence	8	80%

Cohort: Admitted Fall 2008	Graduated	Persistence/Grad Rate
<i>10 admitted</i>	5	50%
Grad 4 years	2	20%
Grad 5 years	3	30%
Grad 6 years	0	0%
Pending Work*	2	20%
Still Enrolled	3	30%
Total Persistence	10	100%

Cohort: Admitted Fall 2009	Graduated	Persistence/Grad Rate
<i>34 admitted</i>	14	41%
Grad 4 years**	4	12%
Grad 5 years**	10	29%
Pending Work*	3	9%
Still Enrolled	7	21%
Total Persistence	24	71%

Cohort: Admitted Fall 2010	Graduated	Persistence/Grad Rate
<i>58 admitted</i>	3	5%
Grad 4 years**	2	3%
Pending Work*	1	2%
Still Enrolled	46	79%
Total Persistence	43	74%

****Note:** Entered CSU Chico in fall 2009 but did not enter SSS program until fall 2010.

Cohort: Admitted Fall 2011	Graduated	Persistence/Grad Rate
<i>43 admitted</i>	0	0%
Still Enrolled	34	79%
Total Persistence	34	79%

Cohort: Admitted Fall 2012	Graduated	Persistence/Grad Rate
<i>25 admitted</i>	0	0%
Still Enrolled	18	72%
Total Persistence	18	72%

Cohort: Admitted Fall 2013	Graduated	Persistence/Grad Rate
<i>25 admitted</i>	0	0%
Still Enrolled	24	96%
Total Persistence	24	96%

***Note:** The data now includes students who have applied for graduation but are "pending work".

Annual Objectives 2013-2014

1. SSS will offer financial literacy and graduate school monthly workshops on Blackboard. (Strategic priorities 1, 3, 4, 5)

Met – Workshops were created and available to SSS participants on Blackboard. There was also a study skills component added.

2. SSS will offer alternative advising weekly through Blackboard, Skype, or Google chat. (Strategic priorities 1, 3, 4, 5)

Met – Alternative advising was offered to SSS students who were unable to meet with an SSS staff member due to time constraints such as commuting and other outside activities that prevented them from coming physically into the office.

3. SSS will collaborate with the Student Learning Center to provide an intensive writing workshop for 12 SSS participants. (Strategic priorities 1, 3, 4, 5)

Met – SSS and SLC collaborated to provide an intensive writing workshop during the fall. However, there was very little interest and timing was also a factor during the spring semester.

VI. Ongoing Assessment Efforts

See responses under “Primary Goals”.

Other Assessments

1. A needs assessment instrument, the Learning and Study Strategies Inventory (LASSI), was administered to all participants who were accepted into SSS for the 2013-2014 academic year. The assessment process evaluated the students’ learning styles, academic skills, and study habits. It also included individual student interviews, transcripts, standardized test scores, and personal assessments. The information collected is used to develop workshops geared towards the needs of our students, including financial literacy, career exploration, study skills, time management, healthy decision making, and graduate school preparation.
2. Google Forms was used to assess the effectiveness of FOCUS, various workshops, cultural activities, and an End of the Year Evaluation.

FOCUS: There were a total of 12 students who participated in the five-day 2013 summer program. Of the 12 who completed both the pre-assessment and the post-assessment, 100% increased their knowledge of campus

resources; 100% felt more prepared for college; and 100% became more confident in financial literacy.

End of the Year Evaluation: An email was sent out to 149 active participants to evaluate the overall academic year of SSS. Of the 44 who responded, 100% were very satisfied or satisfied with the services they received from SSS. Over 88.6% indicated that SSS was extremely or very important in helping them remain enrolled and successful at Chico State. Over a quarter (27.2%) received assistance (including meetings, advising, workshops, cultural activities and/or participated in the leadership council) more than 20 times this year.

Student Learning Outcomes: Participants strongly or moderately agreed with the following statements, “As a result of working with the SSS staff...”

- I improved my study skills – 86.3%
- I improved my time management skills – 84.1%
- I improved my self confidence and motivation – 86.4%
- I improved my financial literacy skills – 77.3%
- I was able to make good choices in my course selections – 88.6%
- I received referrals to other services on campus when appropriate – 81.8%
- I was able to effectively deal with any academic difficulties that I had – 79.5%
- I received accurate information on SSS and other events in a timely manner – 93.1%
- I improved my ability to prepare for tests – 68.1%
- I received appropriate personal support – 92.7%
- I received useful and appropriate information about financial aid – 90.9%

To ensure that the students respond to end of the year assessments, SSS will send the link to the students a month before the end of the semester and will send a weekly reminder two weeks after the semester ended.

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

- The program needs to get refunded to continue to provide services to current SSS participants and future participants.
- A Project Director needs to be hired.
- Intensive personal and academic interventions to improve the persistence rate of project participants.

VIII. Goals for the next academic year

Annual Objectives 2014-2015

1. SSS will restructure the AS recognized student organization and focus on academic assistance programs for first year students utilizing upper class mentors. (Strategic priorities 1, 2, 3, 4, 5)
2. SSS will create four eight-week seminars that will focus on the different grade levels. For example, first year (Transition), second year (Career Path/Major Selection), third year (Graduation and Graduate School Preparation) and Fourth year and above (Life After College). (Strategic priorities 1, 3, 4, 5)