1.A. Mission/Brief Description of Services

**EOP MISSION STATEMENT**

The Educational Opportunity Program (EOP) serves as a primary vehicle for the CSU in increasing the access and academic success/retention of California’s educationally and economically disadvantaged students, thus working in the spirit and abiding by the legislative intent that originally established the program in 1969.

The core of our program services are built upon a student-centered/empowerment model which leverages an educational and co-curricular path for building student autonomy and self-reliance; for helping students to foster a sense of resilience and self-determination to overcome social, cultural, and systemic oppression; and for becoming actively engaged leaders.

1.B. Description of Program Goals and Learning Outcomes for Year Under Review

2012-13 Goals

To improve access and retention of low-income, first-generation, & underrepresented students as demonstrated through enrollment, retention, and graduation rates of program participants.

**Objective 1: Access** - Students who are admitted into the EOP program will subsequently enroll at Humboldt State University at a rate equal to or higher than the average HSU admit. *(Objective Met)*

**Outcomes for Objective 1:**

**EOP Admissions:** During the Fall 2012, EOP received 5,513 interests (up 400 from the previous year), with 1,269 students completing the EOP supplemental application (up 190 from the previous year). 389 students were offered admission into the EOP program with 159 students subsequently enrolling. This represents a yield rate of 41% (admit:enroll), which is equal to the overall university yield rate of 41% (admit:enroll, new undergraduates).

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>EOP Admits</th>
<th>EOP Enrolled</th>
<th>EOP Yield Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Am Indian</td>
<td>10</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>2-Black</td>
<td>63</td>
<td>17</td>
<td>27%</td>
</tr>
<tr>
<td>3-Latino</td>
<td>248</td>
<td>91</td>
<td>37%</td>
</tr>
<tr>
<td>4-Asian</td>
<td>28</td>
<td>10</td>
<td>36%</td>
</tr>
<tr>
<td>6-Two or more</td>
<td>20</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>7-White</td>
<td>22</td>
<td>16</td>
<td>73%</td>
</tr>
<tr>
<td>8-Unknown</td>
<td>14</td>
<td>5</td>
<td>36%</td>
</tr>
</tbody>
</table>
Objective 2: Retention – EOP students who:

- a) Participate in EOP first-year program activities will be retained at comparable or higher rates into their second year when compared to the average HSU student rate. *(Objective Met)*
- b) Participate in second year EOP program activities will be retained at comparable or higher rates into their third year when compared to the average HSU student rate. *(Objective Met)*
- c) Participate in third year EOP program activities will be retained at comparable or higher rates into their fourth year when compared to the average HSU student rate. *(Objective Not Met)*

Outcomes for Objective 2:

- a) 77.6% of students who participated in the EOP first-year programs during the Fall 2012 have persisted into their second year at HSU. This exceeds the university rate of 76.2% for the same cohort year (Fall 2012).
b) 60.6% of students who participated in EOP second-year activities during the 2012-13 year have persisted into their third year at HSU. This exceeds the university rate of 59.5% for the same cohort year (Fall 2011).

c) 44.4% of students who participated in EOP third-year activities during the 2012-13 year have persisted into their fourth year at HSU. This is lower than the university rate of 54.6% for the same cohort year (Fall 2010). The lower persistence rate among EOP students within this cohort is also lower than the EOP average rate of 49.6% over the past 10 years. For each of the previous 3 cohort years, the EOP persistence rates into the fourth year have been 55.5%, 55.4%, and 55.2%, all of which have exceeded the university rates for the respective cohort years (Fall 2007, Fall 2008, Fall 2009).
**Objective 3: Graduation** – Improve the graduation rate among EOP students who have participated in the EOP Peer Advising programs implemented with the Fall 2008 cohort. *(Objective Met)*

**Outcomes for Objective 3:**

The 5-year graduation rate of the Fall 2008 cohort is 26.2%, which is 5.5% higher than the multi-year EOP average of 20.7% (Fall 2000-2008 cohorts). While this rate remains below that of the overall HSU average, it narrows the achievement gap by 3% over the 8-year average (2000 to present).
In addition, another 20.8% of the Fall 2008 cohort are currently enrolled and persisting into their 6th year. Many of these students have an anticipated graduation date for the current year, representing a 47% persistence & graduation rate into the 6th year, representing a 6.7% increase over the 8 year average (2000 to present).
1.C. Enrollment/Participant Data

Demographic profile of student enrollment/participants by majors, class level, and enrollment status (part-time vs. full-time). Analysis of the data should disaggregate by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level. Compare enrollment/participation with HSU enrollment and participant data. In your discussion and interpretation, consider how you use this data to make programmatic decisions and to what extent diversity goals are met.

UGRD Enrollment - 2012-13

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>EOP*</th>
<th>% of EOP</th>
<th>HSU**</th>
<th>% of HSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Am Indian</td>
<td>24</td>
<td>3.8%</td>
<td>101</td>
<td>1.3%</td>
</tr>
<tr>
<td>2-Black</td>
<td>86</td>
<td>13.5%</td>
<td>284</td>
<td>3.7%</td>
</tr>
<tr>
<td>3-Latino</td>
<td>328</td>
<td>51.3%</td>
<td>1762</td>
<td>23.2%</td>
</tr>
</tbody>
</table>
Understanding EOP Students within and Institutional Context

The traditional EOP student is selected among those EOP applicants who demonstrate the highest need and whose family income demonstrates historical disadvantage (intergenerational poverty). For the first year freshmen who entered in the Fall 2013, 134 students were admitted into the EOP program.

Income and First-Generation Eligibility: Of the 1368 newly enrolled FTF (Fall 2013), 42% met the income criterion established by EOP regulations (EFC $1500). When combined with the first-generation criterion, the EOP eligible percentage dropped to 34% (468 students).

Demonstrated Need: Among the students who applied to EOP, those who demonstrated the greatest need for support were admitted into the program. This level of need is measured by an EOP admissions rubric which includes measures of historical disadvantage, environmental disadvantage (graduated from poor performing high schools), need for academic remediation, and cultural underrepresentation at HSU. The combination of factors are represented in the EOP student demographics detailed below, which stand in stark contrast to the HSU demographics overall.

### EOP Student Demographics, based on identified areas of need

<table>
<thead>
<tr>
<th>Fall 2013 - All Entering FTF</th>
<th>% of EOP Students</th>
<th>% of all HSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>and are (both first gen &amp; EOP Income Eligible)</td>
<td>96.3%</td>
<td>34.0%</td>
</tr>
<tr>
<td>and are (both First gen &amp; receive FA) and remediation</td>
<td>80.6%</td>
<td>20.8%</td>
</tr>
<tr>
<td>and are (both First gen &amp; receive FA &amp; remediation) and URM</td>
<td>77.6%</td>
<td>19.1%</td>
</tr>
<tr>
<td>and are (both first gen &amp; receive FA &amp; remediation &amp; URM) and both ENGL and MATH remediation</td>
<td>46.3%</td>
<td>11.4%</td>
</tr>
</tbody>
</table>

Based on comparative analysis of the EOP student population, it is of interest to note that 78% of EOP admits face multiple risk-characteristics that correlate with attrition, as identified by analytic studies. Specifically, these risk-characteristics are remediation, underrepresentation, lowest-income students, and first-generation students. Nearly half of EOP admits also require
dual-remediation, which further places students at risk for attrition. Despite these challenges, EOP students persist at comparable or higher rates than their less-disadvantaged peers.

In response to this data, EOP proposes to incorporate targeted admissions in order to increase admissions of those students who present the greatest need for support services: Low-Income, First-Generation, Underrepresented students who require double remediation.

1.D. Student Retention & Engagement

The direct impact of EOP program services was evaluated using data from Analytic Studies, which compared the persistence rates of low-income and first-generation students who entered HSU as FTF between the Fall 2000 to present. Students presenting multiple-risk factors, as identified above, were found to persist up to 19% higher (4 years) than similar students not receiving support, as detailed in the graphs below.
In addition, and in response to the findings during our WASC review, a portion of EOP first-year services were modified and resources were re-directed to enhance second, third, and fourth year student services and interventions. The first cohort to receive these enhanced services (Fall 2008) have just completed their 5th year at HSU, with notable increases in 5 year graduation rates and persistence rates (continuing into their 6th year), as detailed below.
Student Learning Outcomes created over the past several years have helped to improve EOP programs and activities as detailed in last year’s reports.

**Fall Bridge:** Learning Outcomes for the EOP Fall Bridge Program will be revised in the coming year, for implementation during the 2014-15 academic year.

**Peer Mentoring:** Learning outcomes for Peer Mentoring suggest that curriculum development should be enhanced in the areas of Campus-Based Diversity programs and Resume Development.

1) Campus Based Diversity: a journal entry devoted to Dialogue on Race will be added. Students will attend one mandatory event during Dialogue on Race on campus. Attending Dialogue on Race gives students the opportunity to create and engage every segment of our community in an open, honest, on-going discussion of race, racism, diversity and to identify problems and propose concrete solutions and paths to action that promote racial economic justice and equity.

2) Resume Development: a representative from the career center will be invited to give a presentation on interview techniques, job and internship search, career options for majors, to develop resume and cover letter skills to the Peer Mentoring classes.

**Summer Bridge:** Based on the results of the Summer Bridge learning outcomes, workshops proved to have a positive affect on our student's level of confidence in using their catalog and in understanding their financial aid. The implications of this are...
significant, especially given the large volume of information provided to students in each workshop. The information included such topics as: (Academic Workshop) GE requirements, how to read a catalog, understanding major requirements, course descriptions and pre-requisites, remediation requirements, academic policies, and (Financial Aid Workshop) HSU cost of attendance, financial aid award offers, types of financial aid, Federal Workstudy, differences in loans, and university billing processes. Rather than overwhelming students with detail, the workshops enhanced student understanding of these important policies and procedures, as detailed in the pre-test and post-test results.

Areas where the findings suggest a modification in the workshops are in the area of 1) student understanding of the Federal Workstudy Program and 2) the student’s Expected Family Contribution, both of which have significant implications to students affording college. To address these learning deficits, greater focus will be placed on helping students to understand strategies for meeting their educational expenses, to include independent strategies (working, FWS, and cost saving) and dependent strategies (parent care packages, covering transportation costs).

2.A. Staff Engagement in Institutional Efforts and Activities

Staff Engagement, 2011-12
Club Advisor (3-staff); (Clubs & Organizations)
SAAS Budget Team (Student Affairs)
SEALS (Student Affairs)
Diversity Grant Committee (Diversity & Inclusion)
Preview & Preview Plus Collaboration (SASOP & Admissions)
Financial Aid Satisfactory Progress Review (Financial Aid)
Academic Advising & Satisfactory Progress Review (Registrar)
Freshman Admissions Day (Admissions)
Book Circle Participation (3-staff)
Hiring Committees
Emergency Training for HS 56
Attend Cultural Receptions (MCC)
M.C. Latino Graduation
Presenter – Campus Dialogue on Race
Unit 4 Steward - Academic Professionals of California (APC)
HSU Admissions Reinstatement/Exceptions Committee
Peer Mentoring (CAPS, Health Center, Career Center)

3.A. Investments

Investments are attached for upload.

3.B. Efficiency
EOP Advisors (2) and SSS advisors (2) provided 1652 hours of direct service to 450 individual students. In addition, EOP and SSS advisors are each assigned a primary responsibility for coordination and facilitation of the following program components:
1) Fall Bridge program (2602 hours of service, 83 students)
2) Student Leaders (Fall Mentoring, Peer Advising) (10,732 hours of service, 302 students)
3) Transfer Student program (252 hours of service, 30 students)

Tutorial Coordinator (.75 SSS) provided 1481 hours of service for 187 students

Basic Skills Specialist (.75 SSS) provided 255 hours of service for 111 students and co-facilitated a Fall Bridge course (40 students).

EOP Admissions Coordinator & Assistant processed 5513 applications, generated offers to 389 students, with 159 total students enrolling. In addition, oversaw the planning, coordination, and facilitation of EOP Early Registration (June) and Summer Bridge Orientation.

Office Manager (EOP) and Assistant (SSS) Provided general reception, purchasing, personnel processing (time sheets, absence reports, appointment documents) for full time staff and a large number student assistants. Managed multiple budgets (EOP, SSS, Summer Bridge, Lottery) and provided oversight for general office operations.

EOP Director Oversight responsibility for multiple programs including EOP, SSS, Upward Bound, Talent Search, SASOP, & ELITE Scholars. Responsible for reporting and budget oversight for State and Federal funds and program outcomes.

4.A. General Conclusions about Past Year Performance

EOP continues to meet program goals and objectives, with promising performance results in the area of graduation rates. These increases are believed to be a result of changes in our program services, increasing our efforts in guiding our upper division students to graduation. While an achievement gap remains, the recent upturn in EOP graduation rates exceed similar up-turns among URM students overall and HSU students overall, resulting in a narrowing of the achievement gap. This accomplish is particularly notable, given the combination of risk-factors and pre-collegiate risk-characteristics that EOP students possess.

The challenge for EOP in the coming year, will be to sustain these recent gains with diminishing resources. A need for improved efficiencies will also require EOP to adapt to an ever-changing student demographic and to partner with university wide service programs and service provision for an increasing at-risk and diverse student population.

In the meantime, EOP will continue to structure and forge sustainable services that provide the maximum amount of service to students within existing resources, and continue to produce measurable and successful outcomes for our most at-risk students.

5.A. Recommendations, Goals and Student Learning Outcomes for Next Year
2013-14 GOALS:

To improve access and retention of low-income, first-generation, & underrepresented students as demonstrated through enrollment, retention, and graduation rates of program participants.

**Objective 1: Access** - Students who are admitted into the EOP program will subsequently enroll at Humboldt State University at a higher rate than the average HSU admit.

**Tasks to achieve Objective 1:** Through intensive admissions outreach, prospective EOP students will receive the necessary support they need to matriculate and transition successfully into HSU. This support includes:

a) helping students to secure their basic necessities (housing & financial aid)
b) to understand institutional expectations (deadlines, deposits, Early Start remediation), and
c) to navigate institutional processes (registration, orientation).

**Objective 2: Retention** – EOP students who:

d) Participate in EOP first-year program activities will be retained at comparable or higher rates into their second year when compared to the average HSU student rate.
e) Participate in second year EOP program activities will be retained at comparable or higher rates into their third year when compared to the average HSU student rate.
f) Participate in third year EOP program activities will be retained at comparable or higher rates into their fourth year when compared to the average HSU student rate.

**Tasks to achieve Objective 2:** Through our EOP Peer Mentoring and our 2nd year Peer Advising program, students will be guided through a number of exercises designed to provide intentional planning in the areas of:

a) major/career clarification
b) academic strategies & skill development
c) personal balance, independence, and autonomy
d) graduation planning and review
e) professional and career preparation

**Objective 3: Graduation** – EOP students who are currently enrolled in their 6th year at HSU will graduate at an improved rate of 5% or higher above the prior cohort average of 29.2% (Fall 2000-2007).
Tasks to achieve Objective 3: Advisors will review each student’s DARS and course enrollment at the conclusion of pre-registration for Spring 2014, with intentional outreach and advising provided to students who are not enrolled in their remaining degree requirements.