Annual Report 2011-2012

Humboldt State University
EOP/Student Support Services
Date: 6/19/2013
1.A.

Description of Program Services
Brief description of services/activities provided by department, including department’s mission statement.

Judgment

☒ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

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.

In addition, EOP contributes to the university priority of student success by decreasing the achievement gap among underrepresented students. We do this using a student-centered approach, providing both curricular and co-curricular services designed to meet the varying needs of our students.

SERVICES & ACTIVITIES

The core services of EOP include:

Admissions Assistance: EOP provides students with individualized assistance in completing the admissions process, which includes supplementary outreach to students in regard to deadlines and requirements. Additionally, prospective students are provided with assistance in securing the necessary housing and financial aid needed to attend the university. We pride ourselves in our ability to help disadvantaged students who are interested in attending college, become matriculated students in the fall. The success of our efforts is demonstrated by our high yield-rates.

Summer Bridge Orientation: EOP Summer Bridge provides new first-year EOP students with an intensive orientation which is designed to specifically address the unique challenges common among low-income, first-generation, and underrepresented students. The goals of the program are to establish a sense of academic autonomy among students, improve financial literacy, and to develop social and academic communities. The success of our Summer Bridge program is evident through student testimonials, satisfaction surveys, and learning outcomes.

Academic Skill Development, EOP Fall Bridge: EOP Fall Bridge was first offered in the Fall Semester 1993 and targets intensive academic support services for students who have the greatest need for remediation in English and math. The success of the program led to an expansion of the program in the Fall 2002, increasing participation rates from 40 to 80 students. Currently, we are collaborating with both CRGS and Sociology, enrolling students in a cluster of classes (CRGS 108 & CRGS 118; SOC 104 & SOC 113) designed to provide students with both academically challenging curriculum (CRGS 108, SOC 104), and complementary support services that builds and reinforces college level academic strategies for success (CRGS 118, SOC 113). The success of the program is evident through both elevated persistence rates among participants and learning outcomes.

Academic Skill Development, Basic Skills Assistance: Students identified as needing individualized intervention and academic skill development are referred to work one-on-one with a basic skills specialist. Support includes intensive assessment and academic coaching in the areas of language acquisition, time management, note taking, reading, writing, test preparation, critical thinking, and critical reasoning. The success of these efforts is demonstrated by the improved academic performance of participants during semesters when intervention services are provided.

Academic Skill Development, Tutoring: Individualized and small group tutoring is provided to students who have a need for additional content-specific support outside of the classroom. Students are provided tutoring through both referral and through self-identification. Students are paired with peer-tutors based on individualized need, throughout the semester. The demonstrated success of the program is currently measured through satisfaction surveys, as detailed below.

Advising: EOP advisors provide individualized assessment and advising in the areas of academic planning, academic support services, satisfactory progress to degree, graduate school and career preparation, financial aid, and financial literacy. The underlying goal of advising is to develop student capacity and increased autonomy so that students become independent learners and leaders as they near their graduation.

Financial Assistance: In coordination with the Financial Aid office, $239,000 of EOP Grant is awarded to eligible students each year. Eligibility for EOPG grant is determined annually. $39,000 of EOPG is set-aside for awarding to newly admitted students, many of whom do not receive the needed level of support in filing the FAFSA during their pre-enrollment to HSU. Continuing students are awarded on a first-come, first-serve basis until funds are exhausted.

Social Support, Peer Mentoring: The EOP Peer Mentoring program is designed for EOP freshmen who are in their first semester at Humboldt State University. The purpose of the program is to enhance academic success skills, to
develop a sense of social belonging, and to connect students to university resources in order to achieve overall college success. Students are guided through a series of activities which explore academic planning, financial literacy, learning and study strategies, diversity issues at HSU, and community building.

Social Support, Peer Advising: The EOP Second-Year Peer Advising program is designed to help students become increasingly autonomous. The Second Year Experience seeks to bridge students to resources, experiences, and relationships through peer promotion of involvement and peer-based review of that involvement. Student participants are encouraged to explore: academic skill development, career exploration/integration into their major, and balance in their personal and professional responsibilities. The EOP Third-Year Peer Advising program is designed to further integrate students into their academic major and discipline. Each student develops a formal academic plan to graduation, is encouraged to develop relationships with their department faculty, and completes a paraprofessional resume, which is used as a tool for self-assessment and identification of areas for growth and engagement.

Social Support, Transfer Student Seminar: The EOP Transfer Seminar is designed to help students in their transition to HSU by introducing them to university services, programs and resources that support students in their academic and student life at HSU. Emphasis is placed on exposing students to opportunities for personal, intellectual and professional growth.

Multicultural Career Institute (MCI): MCI is a ten week program designed to help prepare EOP students for the world of work in their career field. During the program, students work on resume writing, interviewing skills, job search strategies, dressing for success, employer networking, and proper dining etiquette in order to help prepare them to navigate in the professional setting. The primary goal of MCI is to assist students in getting a paid internship related to their discipline during the summer.
1.B.

Description of Program Goals for Year Under Review

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
2012-13 Goals: To improve access and retention of low-income, first-generation, & underrepresented students as demonstrated through continuation and graduation rates among program participants.
1.C. 

Enrollment/Participant Data
Demographic profile of student enrollment/participants by majors, class level, and enrollment status (part-time vs. full-time). Data to be disaggregated by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level. 
Brief summary discussing data.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
EOP Enrollment: For the 2011-12 academic year, the total EOP enrollment was 658 students. The demographic breakdown is below.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>EOP Students</th>
<th>All HSU Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am Indian</td>
<td>30</td>
<td>103</td>
</tr>
<tr>
<td>Black</td>
<td>94</td>
<td>280</td>
</tr>
<tr>
<td>Latino</td>
<td>306</td>
<td>1558</td>
</tr>
<tr>
<td>Non Resident Alien</td>
<td>0</td>
<td>90</td>
</tr>
<tr>
<td>Asian</td>
<td>43</td>
<td>223</td>
</tr>
<tr>
<td>Pac Isl</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>Two or more</td>
<td>53</td>
<td>462</td>
</tr>
<tr>
<td>White</td>
<td>106</td>
<td>4434</td>
</tr>
<tr>
<td>Unknown</td>
<td>22</td>
<td>872</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>658</strong></td>
<td><strong>8046</strong></td>
</tr>
</tbody>
</table>

Sources: Analytic Studies – On Demand Data EOP Enrollment 2011-12; HSU Statistical Profile Fall 2011

The demographic profile of EOP students demonstrate the commitment to providing access for traditionally underrepresented students of color. Additionally, the students selected into EOP are those who demonstrate the greatest need for academic support. Students who meet the requirements for regular admission into the university, but who also demonstrate continued need for academic support (lower high school GPA and/or Test Scores) are given priority consideration for EOP admissions. The additional academic support services provided through the EOP office have demonstrated a positive impact on student performance and continuation.
1.D.

Student Retention & Engagement
(e.g. graduation rates, satisfaction surveys). Data to be disaggregated by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level).
Briefly summary discussing data.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

EOP Admissions: During the Fall 2011, EOP received 5,513 interests, with 1,079 students completing the EOP supplemental application. 384 students were offered admission into the EOP program with 186 students subsequently enrolling. This represents a yield rate of 48% (admit:enroll), which compares favorably to the overall university yield rate of 34% (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>6</td>
<td>60%</td>
</tr>
<tr>
<td>2-Black</td>
<td>50</td>
<td>26</td>
<td>52%</td>
</tr>
<tr>
<td>3-Latino</td>
<td>227</td>
<td>94</td>
<td>41%</td>
</tr>
<tr>
<td>4-Asian</td>
<td>26</td>
<td>14</td>
<td>54%</td>
</tr>
<tr>
<td>5-Pac Isl</td>
<td>2</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>6-Two or more</td>
<td>21</td>
<td>13</td>
<td>62%</td>
</tr>
<tr>
<td>7-White</td>
<td>43</td>
<td>29</td>
<td>67%</td>
</tr>
<tr>
<td>8-Unknown</td>
<td>5</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>384</td>
<td>186</td>
<td>48%</td>
</tr>
</tbody>
</table>

EOP Summer Bridge: During the Fall 2011, EOP served 164 students, offering an extended orientation designed to assist students with Fall Course selection, registration, financial aid awareness, and peer networking. Learning outcomes were developed to measure the success of the orientation, which is detailed in the section below.

Academic Skill Development, EOP Fall Bridge: During the Fall 2011, EOP served 80 students through the EOP Fall Bridge program. New incoming EOP freshmen are placed into EOP Fall Bridge based on their English placement scores, demonstrating a need for intensive academic support. Of those enrolled in the program, 86% (69 of 80 students) required English remediation, 80% of whom required a full year of remediation (2 semesters).

Despite this additional academic risk, 64 of the 80 participants returned the following Fall 2012, representing an 80% persistence rate among EOP Fall Bridge participants. This exceeds the one-year persistence rate of all university freshmen by 7.1 percent (80% vs. 72.9%) for the same cohort year.

Qualitative evaluations of the course were also conducted at the end of the semester, which are available for review in the report appendices, 2011-12: 1.A and 1.B. In review of the questions that pertain specifically to the quality of the students’ academic experiences, both classes rated high (above 4 on a 5 point likert scale, Never to Always; Poor to Excellent), as detailed below. The one exception is for the question regarding academic rigor. For both classes, students rated the academic challenge of the classes one-point lower than they did for the other academic measures.

Given that students consistently found the course to be helpful, although not rigorous, suggests that the adjunct courses were successful in providing support without becoming inaccessible to developmental learning. As we increase academic rigor, it will be important to remain accessible to student learning, particularly for those who have the greatest need for this level of developmental support.
<table>
<thead>
<tr>
<th>Question</th>
<th>Ethnic Studies Adjunct</th>
<th>Sociology Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ADJUNCT helped me understand the (ES 108/Soc 104) course materials/Assignments</td>
<td>4.30</td>
<td>4.42</td>
</tr>
<tr>
<td>The ADJUNCT helped me develop my academic skills</td>
<td>4.22</td>
<td>4.19</td>
</tr>
<tr>
<td>The course assignments helped me improve my writing</td>
<td>4.00</td>
<td>4.21</td>
</tr>
<tr>
<td>(ES 108/Soc 104) was academically challenging for me</td>
<td>3.57</td>
<td>3.21</td>
</tr>
<tr>
<td>The instructors’ contribution to my understanding of concepts/ideas was:</td>
<td>4.30</td>
<td>4.30</td>
</tr>
<tr>
<td>The instructors’ overall teaching effectiveness was:</td>
<td>4.35</td>
<td>4.32</td>
</tr>
<tr>
<td>The instructors’ ability to provide helpful feedback on assignments/test/projects was:</td>
<td>4.54</td>
<td>4.58</td>
</tr>
</tbody>
</table>

**Academic Skill Development, Basic Skills Assistant:** During the 2011-12 academic year, one-to-one basic skills assistance was provided to 107 students for a total of 291.4 hours of service. Among the 107 students served, 28 were students on academic probation.

Analysis of EOP students on probation show that students who received basic skills services were more likely to complete the semester with a 2.0 GPA or above (68% vs. 14% of students who did not receive services); were more likely to return to good academic standing (57% vs. 29%); and were less likely to be academically disqualified from the university (4% vs. 85%).

Analysis of the data also shows that students who met more frequently (3 or more meetings) were more likely to succeed academically than those who met less frequently (1-2 meetings), as demonstrated in the graphs below.

**Academic Skill Development, Tutoring:** During the 2011-12 academic year, nearly 2,000 hours of individualized tutoring was provided to 164 program students. This represents a 90% increase in the number of students served from five years prior (2006-07), and a 78% increase in the number of tutorial hours provided during this same timeframe.

Students received tutorial instruction in 48 different courses, which were primarily major core classes, lower division GE classes, and remedial math classes. The top 10 utilized classes are listed below:

**EOP Top Ten Courses**

<table>
<thead>
<tr>
<th>EOP Top Ten Courses</th>
<th># of Students</th>
<th># of Hours</th>
<th># of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MATH 115</td>
<td>28</td>
<td>317.7</td>
<td>240</td>
</tr>
<tr>
<td>2. STAT 108</td>
<td>12</td>
<td>128.6</td>
<td>105</td>
</tr>
<tr>
<td>3. CHEM 109</td>
<td>13</td>
<td>119.2</td>
<td>102</td>
</tr>
<tr>
<td>4. MATH 110</td>
<td>8</td>
<td>110.1</td>
<td>86</td>
</tr>
<tr>
<td>5. BIOL 105</td>
<td>8</td>
<td>94</td>
<td>58</td>
</tr>
<tr>
<td>6. CHEM 107</td>
<td>11</td>
<td>91</td>
<td>98</td>
</tr>
<tr>
<td>7. ECON 210</td>
<td>11</td>
<td>74.8</td>
<td>70</td>
</tr>
<tr>
<td>8. MATH 40</td>
<td>14</td>
<td>69.3</td>
<td>65</td>
</tr>
<tr>
<td>9. BOT 105</td>
<td>11</td>
<td>67.3</td>
<td>67</td>
</tr>
<tr>
<td>10. BIOL 104</td>
<td>9</td>
<td>64</td>
<td>52</td>
</tr>
</tbody>
</table>

Of the courses listed above, 6 are identified as classes where underrepresented students of color underperform at a disproportionate rate (1.25 x -1.50 x) when compared with non-underrepresented students.

A pilot effort is planned for 2012-13 which targets early tutorial support to EOP students enrolled in courses where EOP non-success rates are the highest.

**EOP Advising:** During the 2011-12 academic year, EOP staff provided 10,722 hours of direct service to 572...
students. Support services included advising support, Peer-to-Peer support, and Academic Development support as detailed below.

**Service Provision by EOP & SSS staff, 2011-12**

Total Students Served: 572
Total Hours of Service: 10,722

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Hours</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment &amp; Review</td>
<td>85.3</td>
<td>117</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>1207.3</td>
<td>478</td>
</tr>
<tr>
<td>Career Advising</td>
<td>123.8</td>
<td>196</td>
</tr>
<tr>
<td>Financial Aid Advising</td>
<td>168.1</td>
<td>323</td>
</tr>
<tr>
<td>Peer Mentoring</td>
<td>146.5</td>
<td>130</td>
</tr>
<tr>
<td>Graduate School Advising</td>
<td>14.7</td>
<td>51</td>
</tr>
<tr>
<td>Instructional Activity</td>
<td>4574.2</td>
<td>138</td>
</tr>
<tr>
<td>Peer Advising</td>
<td>517.3</td>
<td>244</td>
</tr>
<tr>
<td>Personal Advising</td>
<td>99.7</td>
<td>188</td>
</tr>
<tr>
<td>Tutoring</td>
<td>2253.1</td>
<td>187</td>
</tr>
<tr>
<td>Tutoring, Math</td>
<td>694.5</td>
<td>69</td>
</tr>
<tr>
<td>Tutoring, Group</td>
<td>213.5</td>
<td>33</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>623.8</td>
<td>178</td>
</tr>
</tbody>
</table>

**Total** 10721.8 572

Every two years, EOP students are surveyed in regard to the support services they receive. Our last survey was conducted in 2010-11 academic year with positive results. Below is a representative sample of student responses. The full survey and responses are provided in appendix 6.

**Please rate the overall quality of EOP/SSS advising services:**

<table>
<thead>
<tr>
<th></th>
<th>Poor 2%</th>
<th>Below Average 2%</th>
<th>Average 13%</th>
<th>Above Average 23%</th>
<th>Excellent 60%</th>
<th>Grand Total 100%</th>
</tr>
</thead>
</table>

**Please rate the overall quality of assistance you received from your peer advisor:**

<table>
<thead>
<tr>
<th></th>
<th>Poor 0%</th>
<th>Below Average 1%</th>
<th>Average 16%</th>
<th>Above Average 25%</th>
<th>Excellent 57%</th>
<th>Grand Total 100%</th>
</tr>
</thead>
</table>

**The Learning Center staff who worked with me helped me to improve my study skills:**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree 0%</th>
<th>Somewhat Disagree 4%</th>
<th>Neutral 26%</th>
<th>Somewhat Agree 26%</th>
<th>Strongly Agree 43%</th>
<th>Grand Total 100%</th>
</tr>
</thead>
</table>

**The tutoring I received helped me understand the material:**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree 0%</th>
<th>Somewhat Disagree 2%</th>
<th>Neutral 20%</th>
<th>Somewhat Agree 18%</th>
<th>Strongly Agree 59%</th>
<th>Grand Total 100%</th>
</tr>
</thead>
</table>

**The EOP front office staff were welcoming and helpful in meeting my needs:**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree 1%</th>
<th>Somewhat Disagree 2%</th>
<th>Neutral 1%</th>
<th>Somewhat Agree 18%</th>
<th>Strongly Agree 77%</th>
<th>Grand Total 100%</th>
</tr>
</thead>
</table>

**What is your overall rating of the services you received through EOP/Student Support Services?**

<table>
<thead>
<tr>
<th></th>
<th>Not at all 1%</th>
<th>Neutral 1%</th>
<th>Somewhat Helpful 1%</th>
<th>Helpful 20%</th>
<th>Very Helpful 76%</th>
<th>Grand Total 100%</th>
</tr>
</thead>
</table>

**Social Support, Peer Mentoring:** Further analysis of outcomes are forthcoming
Sources

- Appendix 1.A (Sociology Fall Bridge Evaluation, F2011)
- Appendix 1.B (ES Fall Bridge Eval, F2011)
- Appendix 6 - EOP Program Evaluation, 2010-11
1.E.

Student Learning Outcomes
EOP Learning Outcomes have been developed within the program areas of:

- EOP Summer Bridge
- EOP Peer Mentoring
- EOP Fall Bridge - Sociology
- EOP Fall Bridge - Ethnic Studies

Judgment
- Compliant
- Non-Compliant
- Not Applicable

Narrative

EOP Summer Bridge
Below is a summary of two Learning Outcomes developed for EOP Summer Bridge. For a full discussion, or to see the data and survey instrument used, see appendix 2.

Learning Outcome #1 – Academic Autonomy
First year EOP students who participate in Summer Bridge will increase their confidence and ability to conduct their own academic planning at an introductory level. A majority of students will show an increase in their confidence regarding their knowledge of graduation requirements as measured on a pre/post knowledge survey (questions 1 and 2). They will also understand minimum enrollment requirements for full time status (question 5), which is the baseline for any academic schedule. Results showed a marked student improvement in their confidence about academic requirements (+1.43, +1.09) and enrollment requirements (+6%). For a full review of the results, see appendix 2.

Learning Outcome #2 – Financial Aid Literacy and Autonomy
First year EOP students who participate in Summer Bridge will increase their confidence and understanding of how financial aid will meet their individual college expenses (questions 3 & 4). A majority of students will also show an increase in their knowledge regarding details of their financial aid award package (questions 6 & 7).

Overall, a marked improvement was found among students on each measure, as demonstrated with the second administration of the survey (+.83, +.37, +30%, +16%). This improvement in scores is a measure of the immediate gains experienced by students as a result of the workshop.

At the end of the program, the test was administered for a third time. Results from this final administration suggest that the workshop is effective in delivering the information to students, but that the details of this information may not be fully retained. For details, see appendix 2.

Future Actions:
Based on the results from the past two years, the Academic Autonomy and the Financial Aid Literacy workshop will be continued as part of the Summer Bridge Program. Possible changes, based on these learning outcomes, will be small in scope:

- Conduct targeted outreach and provide follow up information to reinforce earlier learning, where the information is relevant. For instance, send follow up information about FWS, Spring Board, and Employer Verification deadlines to students who were awarded FWS. Send “tips” on how parents might help with college expenses to students who have a parental EFC.

EOP Peer Mentoring Program
Below is a summary of two Learning Outcomes developed for EOP Peer Mentoring. For a full discussion, or to see the data outcomes and survey instrument used, please see appendix 3.

Process: The Peer Mentoring (PM) classroom evaluation is administered to four EOP peer mentoring sections at the beginning of fall semester and at the end. Comparisons between pre-experience evaluations and post-experience evaluations provide a measure of student understanding/competency with learning outcomes and the effectiveness of classroom materials.

Results: Considering all answers of agree or strongly agree, comparisons between PRE and POST evaluations show increased personal knowledge and competency in all seven learning outcomes.

- Question 1 (knowledge of learning styles): overall increase 4%
- Question 2 (knowledge of HSU resources): overall increase 4%
- Question 3 (knowledge of diversity issues on campus): overall increase 31%
- Question 4 (knowledge of personal wellness): overall increase 3%
**Question 5** (completion of a professional resume): overall increase 40%
**Question 6** (applications of the course catalog): overall increase 10%
**Question 7** (knowledge of the FAFSA & aid process): overall increase 6%

Two learning outcomes had 100 percent comprehension.

**Question 2** (knowledge of HSU resources)
**Question 6** (applications of the course catalog)

The two learning outcomes with the highest percentage increase.

**Question 3** (knowledge of diversity issues)
**Question 5** (completion of a personal resume), and

The learning outcome with the lowest percentage increase.

**Question 4** (knowledge of personal wellness).

**Future Actions:** To improve the overall percentage increase with question 4 (knowledge of personal wellness), the following changes will be made to the peer mentoring curriculum.

1) At the beginning of the semester, students will be asked to post 2-3 wellness goals on Moodle, progress towards these goals will be discussed at individual appointments with mentors, & the end of the semester students will write a journal entry on the results of their wellness goals.

2) There will be a lesson plan devoted to creating “low cost” wellness for college students.

**EOP Fall Bridge Program – Sociology**
Below is a summary of the Learning Outcome developed for EOP Fall Bridge - Sociology. For a full discussion, or to see the data outcomes and survey instrument used, please see appendix 4.

**Learning Outcome:** EOP First-year students who enroll in the EOP Fall Bridge Program will actively engage in analytical writing and other assignments designed to help them improve their ability to summarize, analyze, and apply course concepts and vocabulary in their critical writing and analysis. 80% of students will demonstrate proficiency in these skills by completing a final course assignment with a passing score.

**Results:** Of the 36 students who completed the first written assignment, 33% earned a grade of C or higher. Subsequently, 28 students re-wrote their first paper and re-submitted it for a higher grade, with 89% earning a passing grade of C or higher. **Combined, 84% of students earned a grade of C or higher on either their first or second attempt.**

Of the 40 students enrolled in the course, 33 students completed the second written assignment (82.5% completion rate), and 13 students chose to re-write and re-submit their paper for a higher grade. Among those who wrote the second paper, 69% earned a grade of C or higher on their first attempt and all 8 additional students earned a grade of C or higher on their second attempt. **Combined, 94% earned a grade of C or higher on either their first or second attempt.**

**Discussion:** Students who fully engage in the writing process (write and re-write their papers) have shown marked improvement in their scores. This improvement is shown to have transferable affects from one assignment to the next, as demonstrated in the increased scores on first-drafts of the second writing assignment. Among the 28 students who completed both drafts of their first paper, 89% subsequently earned a C or higher on their first draft of their second paper. This compares favorably to the 33% pass rate on the first writing attempt.

The current year outcomes mark the fourth consecutive year where improvement in student performance through the writing process has been measured. The learning outcome has been met for the current term.

**Future Action:** Given the success of the current term and the continuous positive findings in regard to this learning objective in prior years, the objective has clearly been met. This assignment will continue in future years, with the learning objective unchanged.

**EOP Fall Bridge Program – Ethnic Studies**
Below is a summary of the Learning Outcome developed for EOP Fall Bridge - Ethnic Studies. For a full discussion, or to see the data outcomes and survey instrument used, please see appendix 5.

**Learning Outcome:** EOP First-year students who enroll in the EOP Fall Bridge Program will actively engage in analytical writing and other assignments designed to help them improve their ability to analyze, support, apply course concepts and vocabulary in their critical writing and analysis. **80% of students will demonstrate proficiency in these skills by completing a final course assignment with a passing score.**
Assignment Completion Rate - EOP Ethnic Studies Fall Bridge Participants, Fall 2011

<table>
<thead>
<tr>
<th>Draft #1</th>
<th>Article Analysis #1</th>
<th>Draft #2 Analysis #2</th>
<th>Article Mandatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory</td>
<td>98%</td>
<td>25%</td>
<td>95%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Passing Score - Grades C or higher (70% +)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Analysis #1</td>
</tr>
<tr>
<td>Mandatory</td>
</tr>
<tr>
<td>90% (36/40)</td>
</tr>
</tbody>
</table>

**Results:** Of the 100% (40) of students who completed Article Analysis #1, 90% of the students earned a grade of C or higher.

Of the 95% (38) of students who completed Article Analysis #2, 76% of the students earned a grade of C or higher.

**Discussion:** The completion rate fell for the second Article Analysis paper by 5%. The portion of students who completed the assignment receiving a passing grade is also lower. Unfortunately, students’ scores for the individual areas on the grading rubric were not retained, so it is impossible to determine how students’ performance may have changed in different facets of the Article Analysis. Also important is that the rubrics are not exactly the same for both assignments. Another strong possibility for not meeting the outcome is that in fall 2011, is that we did not discuss the 2nd Article Analysis essay due to lack of follow through (many students had not read the article by the date of discussion so we did not review).

**Completion Rate:** Requiring that students submit a draft of their first Article Analysis paper seems to have led to more students completing Article Analysis #1. The purpose for not collecting a rough draft for the second Article Analysis was to foster independence in asking for assistance.

**Process re-visit:** Perhaps next year we could make our rubrics the same for both assignments and record scores on each area of rubric for further analysis. Also, a required rough draft seems to yield a higher rate of completion. We could require one for Article Analysis #2.

**Sources**

- Appendix 2 - EOP Summer Bridge
- Appendix 3 - EOP Peer Mentoring
- Appendix 4 - EOP Fall Bridge, Sociology
- Appendix 5 - EOP Fall Bridge, ES
2.A.

Staff Engagement in Institutional Efforts and Activities
(e.g., committee participation, club advisor, collaboration with another department)

Judgment
🔹 Compliant  □ Non-Compliant  □ Not Applicable

Narrative
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)
Tri0 Day & Freshman Admissions Day (Admissions)
Book Circle Participation & Facilitation (3-staff)
Hiring Committees; (Talent Search/UB Position, Associate Dean of Engagement)
Emergency Training for HS 56
Attend Cultural Receptions (MCC)
Facilitated a Focus Group for Office of Diversity & Inclusion for Annual Report
M.C. Latino Graduation
Presenter – Campus Dialogue on Race
Unit 4 Steward - Academic Professionals of California (APC)
HSU Admissions Reinstatement/Exceptions Committee
Peer Mentoring (CAFS, Health Center, Career Center)
3.A.

Investments
Staff FTES by classification type, ethnicity and gender. Include budget expenditures distinguishing between temporary staff, student staff, permanent staff, and Operating Expense. (Budgets to include State General Fund, Trust Funds, Grants and Contracts, etc.)

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Sources

- 2011-12 D40028 EOP Funding
- 2011-12 D40028 EOP Staffing
- 2011-12 D40029 EOP Summer Bridge Funding
3.B.

Efficiency
Staff/student ratio (SSR) within the unit, scope and type of service, number of program participants by discrete service (distinguish between group presentations and one-on-one work with individual students), number of contact hours, and comparisons to benchmarks based on similar size campus and demographic data for student populations.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

**EOP Advisors** (2) and **SSS advisors** (2) provided 1700 hours of direct service to 572 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 (4307 hours of service, 80 students)
2) Peer Mentoring program (2160 hours of service, 57 students)
3) Peer Advising program (517 hours of service, 244 students)
4) Transfer Student program (267 hours of service, 20 students)

**Tutorial Coordinator (.75 SSS)** provided 3161 hours of service for 289 students

**Basic Skills Specialist (.75 SSS)** provided 624 hours of service for 178 students and co-facilitated a Fall Bridge course (40 students).

**EOP Admissions Coordinator & Assistant** processed 5513 applications, generated offers to 384 students, with 186 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

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
EOP services and outcomes continue to demonstrate a positive impact in providing access to low-income, first-generation, and underrepresented students of color. Additionally, support services have demonstrated success in closing the achievement gap in persistence among our students through the first 3 years of enrollment at HSU. These first years are where a lion’s share of our resources are currently directed.

Additionally, EOP services have demonstrated having a positive impact on academic performance and student engagement, as demonstrated in our learning outcomes (Fall Bridge program), our individual student outcomes (probation intervention, Basic Skills Specialist) and our student awareness of campus services and student engagement opportunities (Peer Mentoring program).

In the coming year, efforts will be made to improve our ability to measure our tutorial service outcomes and student performance. We will continue examining the outcomes of our 2nd and 3rd year peer advising efforts and our student progress to degree completion. Due to the continuing achievement gap in graduation rates among EOP students, resources have been re-directed away from social & cultural programming, and directed towards assisting students in clarifying degree goals, mapping a plan to graduation, and increasing their student’s engagement with their major department (Peer Advising program). In addition, our professional advising staff have shifted their efforts from 2nd and 3rd year student advising (which is now provided through our Peer Advising program) to the monitoring, advising, and interventions targeted to upper division students, specifically, those who are nearing graduation.

Future challenges involve sustainability, as our peer advising program is currently funded with the use of one-time funds. In addition, our staff all play multiple roles in service provision, stretching our ability to enhance our services beyond what is currently in place. In order to enhance one specific area of our program, we find ourselves having to subtract our efforts from another part of our program.
5.A.

Recommendations, Goals and Student Learning Outcomes for Next Year

Goals should be established utilizing CAS Standards for the program as well as the university vision and HSU Student Outcomes. Goals must include objectives for a specific or focused area of student support (ex. admissions, financial aid, housing and residential life, learning support services, student conduct, etc.), a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students.

Judgment

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Goals: Program goals for 2012-13 are specific to diminishing the achievement gap between EOP students and the general student population.

1) Improve evaluation and measures of our tutoring component in order to better inform our efficiency and strategies in delivering tutorial support to students.

2) Continue to evaluate and improve upon our second and third year Peer Advising program.

3) Evaluate the impact of program services on our upper division student continuation and graduation rates.