Mission Statement

To fulfill the mission of San Francisco State, the Educational Opportunity Program (EOP) is committed to increasing access, academic excellence and retention of California’s historically underserved students (low income, first generation college) through its academic support programs, thus working in the spirit and abiding by the legislative intent that originally established the program in 1969 and maintaining the innovation inherent in the program.

Rationale:
By increasing the access and retention of California’s historically underserved students, the program mission addresses the university’s mission of attracting and retaining a highly diverse student body; through its academic support programs, EOP encourages critical thinking and social and cultural awareness.

Planning Goals

Goal 1: Improve retention of 2nd year EOP freshmen
Goal 2: Decrease probation rates of lower division EOP students
Goal 3: Prepare Summer Bridge students to be better writers, thinkers and citizens
Goal 4: Prepare Guardian Scholars Program students for post graduation marketability prior to their 4th and 5th year of enrollment

Student Learning Outcomes and Program Objectives

Student Learning Outcome #1

Compared to Fall 2008 second-year freshmen, Fall 2009 freshmen in their second year will demonstrate an increased understanding of what they must accomplish to stay in good academic standing and make timely progress toward a degree.

Rationale:
Because our Welcome Sessions, Summer Bridge Program and advising efforts focus heavily on first-year students, we find that many second year students do not maintain the momentum to seek support services on their own. This results in a lower retention rate compared to the students’ first year rate.

Measures:

- After the 2010 – 2011 academic year, we will review the retention rates of 2nd year students who entered in Fall ’09 as first-time freshmen and compare those rates (the group that received intervention services) with first-time freshmen who entered in Fall ’08, as well as Fall ’07 and Fall ’06, if the data are available (groups who did not receive 2-yr. intervention services).
- 80% of Fall ’09 EOP freshmen will meet with their EOP advisors a minimum of two times per semester during the Fall ’10 – Spring ’11 academic year
• The one-year retention rate of Fall ’09 first time freshmen who do meet with an EOP advisor will be measured and compared to those who did not. Those who meet with an advisor will have a retention rate 10% higher than those who did not.

Results:
In August of 2009, we sent a welcome email to all new Fall 2009 EOP first-time freshmen identifying their EOP advisor and appointment times as well as information regarding our tutorial services, the University calendar and important dates. They received follow-up emails in October and December.

In the spring of 2010, we sent a series of emails reminding them to see an EOP advisor with general information about important deadline dates and workshops. In April we sent a message from the Dean of Undergraduate Studies to this group advising them that they were required to see an advisor.

(For the purposes of this goal, we are not including the 94 EOP first-time freshmen that entered the Student Support Services (SSS) program in Fall 2009. SSS is a federally funded TRiO program established at San Francisco State University in 1997 and is part of the Educational Opportunity Program (EOP). The program objectives are to increase the retention and graduation rates of 160 students and provide intensive academic advising, tutorial, workshops, priority registration and SSS grants (when available) while the students are in their first two years of college. After two years, bonafide EOP students return to EOP for services for the remainder of their academic career at San Francisco State.)

During the Fall 2009 semester, 79% of the first-time freshmen met with an EOP advisor; during the Spring 2010, the number dropped to 71%. Only a small percentage of students who met with an advisor in the fall and did not come in for spring advising did not enroll for that semester; the majority of that group did enroll. For each semester, students met with an advisor an average of two times. When reviewing the total number of students for the Fall 2009 and Spring 2010 academic year, 86% of the Fall 2009 EOP first-time freshmen met with an EOP advisor an average of two times; 63% came in both semesters.

In collecting the data, we noticed a couple of changes that need to be made in the EOP database and the SIMS EOP roster. These changes will facilitate gathering data at the end of the 2010 – 2011 academic year when we review the retention rates of the 2nd year students who entered in Fall 2009 as first-time freshmen. We also will need to follow-up with students who saw an advisor in their first semester but did not come in for advising the following term. Setting a goal of 80% for the Fall 2009 freshmen to meet with their advisors in the Fall ’10 - Spring ’11 might have been too ambitious. After reassessing the previous years, we should have a better idea of a more realistic goal by the end of the 2010-2011 academic year.

Student Learning Outcome #2

90% of lower division students who attend EOP probation workshops will demonstrate a clearer understanding of probation and its various “levels” and ways to improve their status to get off probation. Lower division EOP students will demonstrate a 10% reduction in probation rates by the end of 2011.

Rationale:
Many students do not realize the consequences of being on probation or they are too embarrassed to seek help and do not know what steps need to be taken to correct their situation. Probation status must be addressed before it progresses to the next level.

Measures:
• Student understanding of probation will be measured before and after attending the probation workshops using a pre and post survey.
• Probation rates for lower division students at the end of 2011 will be compared with the rates for the previous 3 years.
Results:
In the fall semester of 2009, we sent emails to EOP students who were on probation, once in October and again in November, requesting them to see an EOP advisor if they were undeclared majors. Along with the emails we sent an FAQ sheet about probation and a sheet with questions that students needed to answer prior to their visit with an EOP advisor. In addition, EOP held a probation workshop for students and provided a pre and post survey. All attendees showed improvement in their understanding of probation.

In the spring semester of 2010, we sent emails to EOP students who were on probation in March advising them to see an EOP advisor or attend one of our 4 probation workshops in April. They received the same attachments that we sent in the fall. More students attended the workshop and were given a pre and post survey. Although students showed improvement, the results demonstrated that we might have to revise the length and some of the questions in the survey.

We will continue to provide advising and workshops for students on probation. We will need to be more proactive in getting students to see an advisor or attend a probation workshop. One consideration is to place a hold on their registration, which can be cleared when they see an advisor or attend a workshop. At the end of 2011, we will review the probation rates for that term and compare them with the previous 3 years.

Student Learning Outcome #3
Summer Bridge participants will take pre and post assessment exams in math and English and 80% will demonstrate improvement.

Rationale:
We have relied upon the instructors to determine how well students have done in the program and followed them through their first year. With a pre and post test, we will have additional data to assist us in determining program success.

Measures:
The program will develop tests in math and English, administering them before the program begins and comparing the results at the end of the program.

Results:
Because of the late announcement that remedial math courses would not be offered in the spring of 2010, we encouraged instructors to prepare remedial students for the ELM test that would be offered in late August or October. 28 of the 55 students retook the test, all but one improved their scores; 7 students scored high enough to move on to a quantitative reasoning course.

English was a little more difficult to retest since students cannot repeat the EPT. One of the CMS instructors compiled a selection of student writing for the program completion along with her own letter to the students.

We will be able to determine at the end of the Spring 2010 semester how well students did in their classes for the academic year. 85% of the students who enrolled in the Fall 2009 completed the semester in good academic standing (2.0 or higher). Students received units during Summer Bridge, which was an incentive for them to participate and to meet the demands of the program. We had strict policies regarding attendance, tardies and academic performance to prepare them for the expectations of their future professors.

With the change to self-support classes in the Summer of 2010, we are not able to offer the option of units and decided to interview the incoming Summer Bridge students. This provides the staff a way to assess the students’ needs and allows students to see how important the program is to their academic success and what is expected of them.
**Student Learning Outcome #3a**

Summer Bridge participants will complete a minimum of 3 workshops including topics such as stress management, time management and study skills.

**Rationale:**
We have found that in addition to a structured academic program, students need to be exposed to a range of co-curricular topics that will assist them in their college experience.

**Measures:**
Students will sign up for an array of workshops and their attendance will be monitored by the Summer Bridge staff. Students will receive questionnaires and surveys regarding their experiences.

**Results:**
The program requested representatives from various campus programs to make presentations about their services. We also asked a credit union representative who has worked with our program to talk about financial planning. The program offered two workshops per week with each presenter attending twice to allow the students the opportunity to hear both speakers for the week. The students would then write a paper about each of the workshops that they attended. Campus offices represented included: EOP, Student Financial Aid, Study Abroad, SAFE Place/CEASE, Disability Programs and Resource Center, Student Health Center, Campus Academic Resource Program, Student Support Services (TRiO) and Leadership, Engagement, Action and Development (LEAD). Students reported positive responses to the presentations, finding them very helpful and informative.

**Student Learning Outcome #4**

50% of 4th and 5th year Guardian Scholars Program (GSP) students will participate in workshops in 2009-10 covering topics such as how to dress for success, how to gain job readiness skills and mock interviews and will demonstrate knowledge of and preparation for job interviews.

**Rationale:**
Providing a series of workshops will give GSP students skills that will be beneficial to them as they near graduation. They will be better prepared to apply for employment and/or graduate school.

**Measures:**
Students will complete pre and post surveys to determine what they have learned. In addition, they will keep us apprised of their job searches and other related activities.

**Student Learning Outcome #4a**

80% of GSP students in their 4th and/or 5th year will participate in activities to help them complete career mapping objectives.

**Rationale:**
Students will benefit from acquiring these career skills and be better prepared for their job search after graduation.

**Measures:**
The program will track the students as they complete the career mapping objectives and compare their success at finding careers with students from previous cohorts who have not participated in the career mapping activities.
Results for Outcomes #4 and #4a:
In the Fall 2009 the GSP undertook a 3-year strategic planning process when we realized that our goals needed more research on student needs. We developed an interview survey questionnaire for current GSP students. The survey covered the services GSP students received and the services they would like to receive from the program. We also developed a qualitative survey instrument for current and past GSP staff to gather information about their experiences of working with our GSP students over the previous five years. The qualitative interviews with staff and the survey for students were conducted during October 2009. After analyzing the data, we created a written document in January 2010 that includes a future vision for student needs, structural growth, staffing structure, fund development, and university support.

As a result of the strategic planning process, we have developed a strategy/proposal to address career preparation for our students called the Career Leadership Track and Career Mapping Pathway. Our strategic planning goals are: 1) To successfully guide the students in the transition from the academic world to individual career paths; 2) To help the students identify their own individual capabilities, strengths, and career preferences; and 3) To assist the students in securing a career-focused job by graduation by utilizing on and off campus resources. Our primary mission for the next three years is to prepare our students for independence through obtaining a college degree, as well as career planning, internship opportunities, and career mentoring through our case management component. We will create a strong partnership between the SF State Career Center and the Leadership, Engagement, Action and Development (LEAD) to incorporate existing career planning workshops into a new, more formal GSP Career Pathways and Leadership Track.

The proposal will include a thorough employment assessment with each student. We will use pre and post survey results to measure the effectiveness of workshops, interviewing techniques, on-the-job soft skills, and various job application strategies. Our staff will work closely with the Career Center and LEAD to refer our students for employment support as needed.

We have submitted a grant to Tipping Point Community to request funding to hire an additional full-time BASW-level Case Manager to implement the Career Leadership Track and Career Mapping Pathway. Currently the case manager and the MSW interns are not able to focus on career planning since all of their time is spent with students on academic progress, financial aid, mental health, and housing issues.

In addition, in Summer 2010 the GSP will have a SF State Counseling Program graduate intern, with an emphasis in Career Counseling, who will support the Career Leadership Track and Career Mapping Pathway. This intern will: 1) meet with all 4th, 5th and 6th year GSP students, 2) develop employment preparation materials for various fields of employment that will be uploaded to the GSP I-learn site, 3) develop curriculum for a resume building workshop, and 4) conduct mock interviews with GSP students.