Division of Student Affairs  
San Francisco State University  
Educational Opportunity Program  
Student Learning Outcomes  

2010-2011 Assessment Plan

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: Institute Guardian Scholars Program “Career Leadership Track and Career Mapping Pathway” for new 2010-11 cohort of students and introduce component to continuing students.

Goal #1: Student Learning Outcomes and Program Objectives

Improve retention of 2nd year EOP freshmen.

Student Learning Outcome

EOP students who entered as first time freshmen in their second and third year will continue to demonstrate an increased understanding of what they must accomplish to stay in good academic standing and make timely progress toward a degree. In an effort to improve the retention rates of second and third year students, we will increase support services for students who are beginning their second and third year as EOP students. We will compare the second and third year retention rates of first time freshmen who entered in the Fall ’08, Fall ’09, and Fall ’10.

Rationale

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

Measures

1. 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 with first time freshmen who entered in Fall ’08. We will repeat this process for the first-time freshmen who enter in the Fall...
2010, reviewing their retention rates after the 2011-2012 and 2012-2013 academic year and comparing them with first time freshman who entered in the Fall ’08 and ’09.

2. 70% 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. 75% of Fall ’10 EOP freshmen will meet with their EOP advisors a minimum of two times per semester during the Fall ’10 – Spring ’11 academic year.

3. 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**

<table>
<thead>
<tr>
<th>Population 20084 Admission</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20084 FTF Admission Period</td>
<td>304</td>
<td>100.00%</td>
</tr>
<tr>
<td>20094 FTF Return Period</td>
<td>243</td>
<td>79.93%</td>
</tr>
<tr>
<td>20104 FTF Return Period</td>
<td>227</td>
<td>74.67%</td>
</tr>
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<table>
<thead>
<tr>
<th>Population 20094 Admission</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20094 FTF Admission Period</td>
<td>362</td>
<td>100%</td>
</tr>
<tr>
<td>20104 FTF Return Period</td>
<td>287</td>
<td>79.81%</td>
</tr>
<tr>
<td>20114 FTF Return Period</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Population 20104 Admission</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20104 FTF Admission Period</td>
<td>359</td>
<td>100%</td>
</tr>
<tr>
<td>20114 FTF Return Period</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>20124 FTF Return Period</td>
<td>N/A</td>
<td>N/A</td>
</tr>
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</table>

Despite increased efforts in providing support services to 2nd year students who were admitted in the Fall ’09 as compared to those admitted in the Fall ’08, our retention rates remained similar. We anticipate an increase in retention for students admitted in the Fall ’10 now that EOP has begun to utilize the email services provided by the Enrollment Management Communications Coordinator. With an increase in communication with our students, we hope to continue to improve upon our retention efforts.

2. Population: Fall 2009 FTF

For the 2009-2010 AY:
- 229 of the 283 enrolled students met with their advisors 1-6 times each semester (80.91%)
- 122 of the 229 students who met with their advisors, came in two or more times each semester (53.28% of the population who met with their advisors)
- 107 of the 229 students who met with their advisors came met once per semester/less than the average of two times per semester (46.72% of the population who met with their advisors)

For the 2010-2011 AY:
Data was collected for the 20104 term only, since the 20112 term is still in progress
- 186 of the 208 enrolled students met with their advisors 1-5 times this semester (89.42%)
- 111 of the 186 students who met with their advisors, came in two or more times (59.68% of the population who met with their advisors)
- 75 of the 186 students who met with their advisors, came in once (40.32% of the population who met with their advisors)

Population: Fall 2010 FTF

Data was collected for the 20104 term only, since the 20112 term is still in progress
• 352 of the 359 enrolled students met with their advisors 1-6 times this semester (98.05%)
• 256 of the 352 students who met with their advisors, came in two or more times (72.72% of the population who met with their advisors)
• 96 of the 352 students who met with their advisors came in once (27.27% of the population who met with their advisors)

Despite not meeting our target number of students who came in to meet with their advisors at least 2 times a semester, the number of students who meet with their advisor at least 2 times was significantly higher in the Fall ’10 than in the Fall ’09. Overall, the number of students who met with their advisor also increased in the Fall ’10 as compared to the Fall ’09. We anticipate the number of students who meet with their advisor at least twice a semester will continue to increase with our increased ability to communicate with our student population more efficiently through the use of email.

3. Population: Fall 2010 FTF

<table>
<thead>
<tr>
<th># in group</th>
<th>0 visits in 2010</th>
<th>1-6 visits in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average GPA</td>
<td>2.27</td>
<td>3.19</td>
</tr>
<tr>
<td>Average # UE</td>
<td>10.08</td>
<td>11.06</td>
</tr>
<tr>
<td># and % on Probation</td>
<td>11 / 46%</td>
<td>10 / 19%</td>
</tr>
</tbody>
</table>

Despite not being able to compare retention rates of Fall ’09 students who met with an advisor to those who did not, we did find the number of students who met with their advisor and the number of times they met had a positive impact on their GPA, Units Attempted/Completed, and resulted in a lower probation rate than students who did not meet with their advisor.

**Goal #2: Student Learning Outcomes and Program Objectives**

Decrease probation rates of lower division EOP students.

**Student Learning Outcome**

80% 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.

80% of lower division students on probation for the first time in Spring ‘10 will attend an EOP probation workshop and/or see and EOP advisor.

**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**

1. Student understanding of probation will be measured before and after attending the probation workshops using a pre and post survey.
2. We will review the academic progress for lower division students whose first semester of probation was in Spring ‘10 at the end of Spring ‘11.

**Results**

1. The Pre- and Post- surveys given at the probation workshops have been simplified to 10 questions. Probation workshop attendees (lower and upper division) scored better with the change. Spring 2011 workshop attendees’ results showed:
   • Pre-workshop surveys' results = an average of 64.5% correct
   • Post-workshop surveys’ results = an average of 84.5% correct
   • Students who improved = 78%
   • Students who showed no change = 13%
• Students whose scores dropped = 9%

2. We have not obtained grades for the Spring 2011 semester

We were successful in reaching our goal with over 84% answering questions correctly related to probation and how to successfully improve student academics to correct or avoid this situation in the future. After the survey was simplified to 10 questions that were directly related to probation, the students were able to improve upon their knowledge of the proper protocol needed to be removed from probation status. We anticipate similar results from students whose first semester of probation was in the Spring ’10.

**Goal #3: Student Learning Outcomes and Program Objectives**

Prepare Summer Bridge students to be better writers, thinkers and citizens.

**Student Learning Outcome**

One of the focal points for Summer Bridge participants needing remediation in English will be the mechanics of writing, particularly in grammar. Students will receive tools that can be applied to all of their college courses.

**Rationale**

We have seen that many first-time freshmen are not adequately prepared to write college essays. By providing the students with basic writing skills, we are giving them an early start toward completing their remediation.

**Measures**

- Students will be given pre and post exams to assess their writing skills and 80% will demonstrate improvement.
- Students will be given a series of writing assignments to develop their skills in essay writing.

**Results**

The structure of our Summer Bridge program has significantly changed throughout its 29 years in existence. For this Summer ’10 bridge class, students were more academically challenged in both English and math. The English course focused more on college writing than on critical thinking. After completing pre and post exams in both their English and math courses, 83% showed improvement. With the help of the Summer Bridge staff and faculty, we were able to develop these pre and post exams that will continue to be used as a measure of improvement for our Summer Bridge program and its participants.

**Student Learning Outcome #3A**

Summer Bridge participants will complete a minimum of 6 workshops including topics such as General Education requirements, Study Abroad and Student Financial Aid.

**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. They will also write a two page paper on two of the workshops using the writing skills that they have learned (see Learning Outcome #3).

**Results**

With the introduction of adding workshops to the Summer ’10 program, we were able to utilize this activity as another strengthening tool for student college writing. Students were able to benefit from both the
information provided in the workshop and also given the opportunity to write about their experience which was graded as an essay for their English course. The Summer Bridge staff and faculty wanted to utilize every opportunity to engage the students in writing and we believe this contributed to their success. We will have Summer Bridge remediation completion rates at the end of the Spring ’11 semester.

**Student Learning Outcome #3B**
Summer Bridge students and staff will participate in a 2-day team building event led by the Pacific Leadership Institute, an institute of SF State’s Recreation, Parks and Tourism Department.

**Rationale**
Since the Summer Bridge Program is no longer a residential program, students do not have many opportunities to connect with the staff or each other. Offering the team building exercises allows students to see the importance of the program.

**Measures**
By working through the directed challenges, the students will build their confidence and develop group support with their peers and the staff. By going out of their comfort zones, students will be able to develop a connection with other students and staff. These activities will set the tone for them in learning responsibility for themselves and others and taking ownership of their academic career.

**Results**
Along with strengthening their English and math skills, the Summer Bridge staff and faculty wanted to ensure the students developed a sense of community of who they are as not only SF State EOP students, but as Summer Bridge students. This 2 day activity proved to be successful in helping students buy into the program and challenged them to build community amongst themselves. It taught them to use each other as resources and to seek out resources they would have never thought of otherwise. 100% of our Summer Bridge ’10 exceptionally admitted participants successfully completed the 6-week program and were granted full admissions to university for the Fall ’10 semester.

**Goal #4: Student Learning Outcomes and Program Objectives**
Institute Guardian Scholars Program “Career Leadership Track and Career Mapping Pathway” for new 2010-11 cohort of students and introduce component to continuing students.

**Student Learning Outcome**
90% of first time freshmen Guardian Scholars Program (GSP) students will participate in workshops in ’10-’11 covering topics from campus programs such as the SF State Career Center and Leadership, Engagement, Action and Development (LEAD) for specific planning workshops to include orientations focusing on resume writing, how to gain job readiness skills, mock interviews, access to internship opportunities and student leadership development. These topics will build knowledge of and preparation for job interviews by utilizing on and off campus resources.

**Rationale**
Providing a series of workshops will give GSP students skills that will be beneficial 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. They will be better prepared to apply for employment during their tenure at SF State.

**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.

**Results**
92% of GSP first time freshman participated in various campus workshops that focused on career building that will benefit them after graduation. 100% of students met with their case manager to strategize on ways of improving their career development path. GSP is in the process of hiring a second
case manager position through UCORP and funded by external funding sources. This position will focus primarily on career development while implementing the Career Leadership Track and Career Mapping Pathway.

**Student Learning Outcome #4A**
75% of GSP students in their 4th and/or 5th year (including new transfer students) will participate in activities to help them complete career mapping objectives with the more formal GSP Career Pathways and Leadership Track.

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

**Measures**
The program and new GSP Career Manager staff member will track the students as they complete the career mapping objectives and compare their success at finding careers with students from previous cohorts who will participate in the career mapping activities.

**Results**
GSP will begin designing and conducting alumni follow-up surveys to track student outcomes at 6, 12, and 18 months post program completion. GSP will also be conducting a 12 month follow-up survey for 2010 graduates in June 2011. GSP anticipates over 75% of their students will participate in this new Career Mapping after the hiring of the 2nd case manager who will specialize in career development.

**Summary**
The Educational Opportunity Program has undergone a change in management during this academic year. As the new Director of EOP, I believe the program is headed in the right direction. This 2010-2011 Assessment Plan was very broad and ambitious, however, the EOP staff and students managed to meet many of the goals and Student Learning Outcomes outlined. There are a few areas that could use improvement, but overall, EOP is keeping with their mission and the mission of the university to continue to increase access, academic excellence and retention of California’s historically underserved (low income, first generation college) students.