Mission Statement

The Educational Opportunity Program (EOP) at San Francisco State University (SF State) bridges the gap for California’s historically underserved (low-income, first-generation, former foster youth) students by facilitating their matriculation into SF State and providing a support system for their success throughout their undergraduate years. EOP is committed to increasing access, academic excellence, and retention of historically underserved students through its academic support programs, thus working in the spirit and abiding by the legislative intent that originally established the program in 1969.

Rationale: By increasing the access and retention of California’s historically underserved students, EOP compliments the University’s academic mission of promoting the values of social justice and equity by attracting and retaining a highly diverse student body. Through its vital academic support programs: Summer Bridge, Guardian Scholars Program (GSP), and Student Support Services – TRiO (SSS), EOP provides outreach, admissions, academic, and financial support to students. Specifically, the program provides ongoing advising, tutoring, workshops, and student leadership development to ensure students successfully complete their undergraduate degree requirements in a timely manner. Through these efforts EOP develops critical thinking, social and cultural awareness, promotes civic engagement, and rallies social justice and equity amongst all of its participants.

Planning Goals

**Goal #1:** Increase EOP students’ awareness and knowledge regarding the negative impact of academic probation.

**Goal #2:** Improve the pre-employment skills of GSP students through participation in the Career Leadership Track and Career Mapping Pathway.

**Goal #3:** Improve the financial literacy of Fall 2011 SSS FTF and develop responsibility towards self-finance principles necessary for student and lifelong success.

Student Learning Outcome #1

Increase students’ awareness and knowledge regarding the negative impact of academic probation. Through participation in EOP and an EOP Probation Workshop, 80% of participants will increase their knowledge of what academic probation is and increase their understanding of what they must accomplish to stay in good academic standing.

Rationale

A student who is informed and connected with the campus community will develop a broader sense of the responsibilities involved with being a student at the university and have a clearer understanding of their academic plan/goals. By effectively educating students regarding the negative impact of academic probation, we can increase students’ chances of continuing into the next academic year and encourage them to make timely progress toward their degree. This study will measure the level of competence achieved and/or gained by individual students who participate in EOP and in an EOP Probation Workshop.
Measures
A quantitative survey (test) made up of 10 multiple choice questions was developed in order to assess the level of competence achieved by each participant. The survey was administered to all participants at each EOP Probation Workshop as a pre-test to assess students’ knowledge before the workshop and the same survey was administered again as a post-test following the workshop to demonstrate the competency achieved.

Results
Fourteen (14) students on academic probation during the Fall 2011 semester attended the Probation Workshop and participated in the pre-test quantitative survey. The pre-test average test score was 60.8%. After the workshop, the same survey was given. The post-test average test score was 84.2%. Overall, there was an increase in knowledge achieved about the negative impact of academic probation of 23.4%.

After the Spring 2012 semester, seven (7) of the workshop participants significantly improved their Grade-Point Averages (GPA) and were no longer on academic probation. Four (4) participants improved their GPA’s, but remained on academic probation. Two (2) participants improved their GPA’s, but finished the Spring 2012 semester with a GPA below a 2.00 making them Subject to Disqualification. One (1) participant withdrew from the university and did not complete the Spring 2012 semester.

Conclusion
We achieved our goal of 80% or better of knowledge improved about the negative impact of academic probation by students who were on academic probation and participated in an academic probation workshop. In addition, of those students who participated, 93% achieved an improved GPA from one semester to the next.

Moving forward, we note there were significant difficulties in increasing the participation rate of students on academic probation. Our sample size of fourteen (14) participants was only a fraction of EOP students who were on academic probation after the Fall semester. Despite the various means of alerting students on academic probation about the academic probation workshop (email, phone calls, twitter, flyers, advisor request) the actual number of students who followed through was only fourteen (14). For the next assessment cycle, we plan on revising the workshop and opening it up to all EOP students as a means of educating all students on how to avoid academic probation and how to remedy situations in which students are already on academic probation. We hope this will increase the participation rate and give us a better sample size for which to make a bigger impact and the ability to make better conclusions.

Student Learning Outcome #2

By participating in the Guardian Scholars Program (GSP) Career Leadership Track and Career Mapping Pathway services, GSP students will attend workshops to help them develop the relevant skills to aid in their career development. The workshops will cover topics such as interviewing techniques, on-the-job soft skills, and various job application strategies. 75% of the participants in the career mapping workshops will see an overall increase in their pre-employment skills.

Rationale
The new SF State GSP Career Leadership Track and Career Mapping Pathway includes the following benefits for students:

1. Develop the skills necessary for successful job searches
2. Develop resume-building skills
3. Refine interviewing skills
4. Improve levels of confidence with job searches
5. Enhance networking skills
Measures
The workshops will be evaluated through pre and post surveys to measure the level of pre-employment skills of the students. A standardized instrument such as the Ansell Casey Life-Skills Assessment will be used for data collection.

Results
Sixty Four (64) current GSP students participated in the program's new Career Leadership Track and Career Mapping Pathway services during AY 2011-2012. All GSP students met with our new Career Mapping Case Manager, Miriam Markowitz (who was hired in Sept 2011) and all students were assessed on their employment skills. We were able to plan for the kick-off event of our new GSP Annual Job Shadow Day.

The 1st Annual GSP Job Shadow Day is one of many new services in our GSP Career Leadership Track and Career Mapping Pathway to support our ambitious students in their final years in college, so they can transition seamlessly to careers. These new services have been designed to build an employment foundation for students that incorporate job readiness training, internship opportunities, career mentoring, leadership development and job shadowing. Our School to Career model focuses on workplace preparation, as well as young adult empowerment. Guardian Scholars participate in various workshops to reach milestones, such as resume and cover letter building, workplace etiquette, interviewing skills, internship/job searching techniques, and job shadowing.

Conclusion
We began the Job Shadow host recruitment process in early November 2011. Individuals, organizations, and Guardian Scholar Program donors were invited to participate and to recommend friends. By late January, there were too many spaces but not enough students to fill those spaces. Placements were at diverse industries including: corporate businesses, nonprofit, legal and local municipal (San Francisco) government, technology, healthcare, education and social service, and creative arts. Hosts were prepared with an information packet including information about their student shadow, sample agendas and questions, as well as the event’s purpose and an evaluation survey. All twenty (20) placements reported that they strongly enjoyed their experience, would do it again and recommend participation to a friend. Eighteen (18) out of twenty indicated that they also strongly agreed that it was easy to interact with their GSP student shadows all day.

In addition, all GSP students attended workshops in AY 2011-2012 to help them develop the relevant skills to aid in their career development. The informal workshops covered topics such as interviewing techniques, on-the-job soft skills, and various job application strategies. Because of a shortage of staff in the GSP program beginning in January 2012, we were not able to measure GSP student skill-building outcomes from these workshops by using the Ansell Casey Life-Skills Assessment. In the coming AY (2012-2013) we will begin using a standardized instrument such as the Ansell Casey Assessment (to measure pre and post levels of employment skills), now that our GSP program is staffed at full capacity.

Student Learning Outcome #3
Each entering active cohort of Student Support Services (SSS-TRiO) freshmen in their second semester in the program will demonstrate an increased understanding of self-finance principles such as budgeting, saving, credit, and loans—including college loans. Through participation in an SSS-TRiO Financial Literacy Workshop, 80% of participants will increase their knowledge of financial literacy and increase their understanding of self-finance principles.

Rationale
The SSS-TRiO Program at SF State is designed to increase the retention rates of SSS eligible students and foster an institutional climate supportive of their success through a set of structured services that include academic advising, academic tutoring in remedial subjects, academic workshops, and financial literacy awareness designed to broaden and hone skills needed to excel in college. These support structures result in a higher retention rate for first-time freshmen who are well informed of the many facets of higher education. 
of university life. This study will measure the level of competence achieved and/or gained by individual students who participate in SSS-TRiO and in an SSS-TRiO financial literacy workshop.

**Measures**

- Each entering fall cohort will establish sample size (N) for measuring outcomes for the Financial Literacy Workshop Completion Rate.
- Completion rate for each entering cohort will be 70%.
- Each applicable participant will fill out a survey to determine level of information absorption.
- Survey will capture a before and after workshop working knowledge of the topics covered.
- Surveys will be recorded into the main data collection structure for the program to track participation level and survey results.
- Year-end report of Financial Literacy Workshop count and summary will be issued to Project Director for evaluative purposes at the end of the summer following a cohort’s entrance.
- From this report, Project Director will make appropriate recommendations should the program not meet its intended goal of reaching 70% of applicable participants by the end of the summer following the cohort’s entrance.

**Results**

- Total participating Cohort for AY 2011-2012 was 85 students.
- Budgeting 100 Workshop was completed by 58 students or 68% of the total cohort. Of those participants, 88% of the responses fell into a either Agree or Strongly Agree.
- Saving 100 Workshop was completed by 27 students or 32% of the total cohort. Of those participants, 85% of the responses fell into a either Agree or Strongly Agree.
- Credit 100 Workshop was completed by 20 students or 24% of the total cohort. Of those participants, 84% of the responses fell into a either Agree or Strongly Agree.
- 63 participants of the Total Cohort or 74% completed at least one workshop during the 2011-2012 AY thereby meeting our goal to reach 70% of the eligible cohort for any given year. Of those participants, 86% of the responses fell into a either Agree or Strongly Agree.
- Question number one on each of the Financial Literacy Workshops asks if the workshop enhanced their current knowledge of the topic. At least 75% of the student response for each workshop affirmed that the workshop increased their knowledge of the topic by agreeing or strongly agreeing to that question.

**Conclusion**

SSS surpassed the goal of reaching at least 70% of the eligible cohort by having 74% of the cohort complete a Financial Literacy Workshop. The outcome of the survey found that at least 75% of the time students agreed or strongly agreed that the workshop(s) added to their knowledge of the topic thereby meeting the Program’s Outcome and Mission of providing knowledge and understanding leading to or resulting in increased student retention and an enhanced student experience outside the college classroom. The program plans to continue to use the current practices for the next academic year in order to maintain a high level of Financial Literacy Workshop participation.