

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.

EOP GOALS

Goal 1: Academic Engagement	<i>Academic Engagement:</i> To provide structured experiences and intensive mentoring and advising that aid EOP students in realizing success in both their academic performance and educational attainment.
Goal 2: Interpersonal Development	<i>Interpersonal Development:</i> To provide opportunities for EOP students to develop knowledge and non-cognitive skills and strategies relevant to both collegiate, professional, and post baccalaureate autonomy and success.
Goal 3: Resilience	<i>Resilience:</i> To provide ongoing and individualized support for students as they develop the self-efficacy necessary to overcome socio-economic and educational barriers and/or to maintain a positive academic mindset.
Goal 4: Collaboration/Campus Climate	<i>Collaboration/Campus Climate:</i> To foster an institutional climate of support of the success of students from groups who are traditionally underrepresented.

EOP Students at HSU

EOP Admissions criteria at HSU is designed to select students who can benefit the most from our services. These are students who will typically need to **navigate multiple dimensions of challenges** that the majority of entering students don’t face in similar combinations. For example, EOP students are nearly 6 times more likely to enter the university at the intersection of being **first-generation college** students AND coming from **low-income** family backgrounds AND needing some form of **academic development in English and/or math** AND being a member of an **under-represented cultural group**, as detailed in Table 1, below.

The Impact on First-Year Persistence, Fall to Fall (All HSU FTF)

Research clearly indicates that students who experience marginalization upon entering college are less likely to continue. To counter this trend, great efforts are made to help new first-year students become socially and academically integrated into the campus. Many of these efforts make up the cornerstone of EOP services.

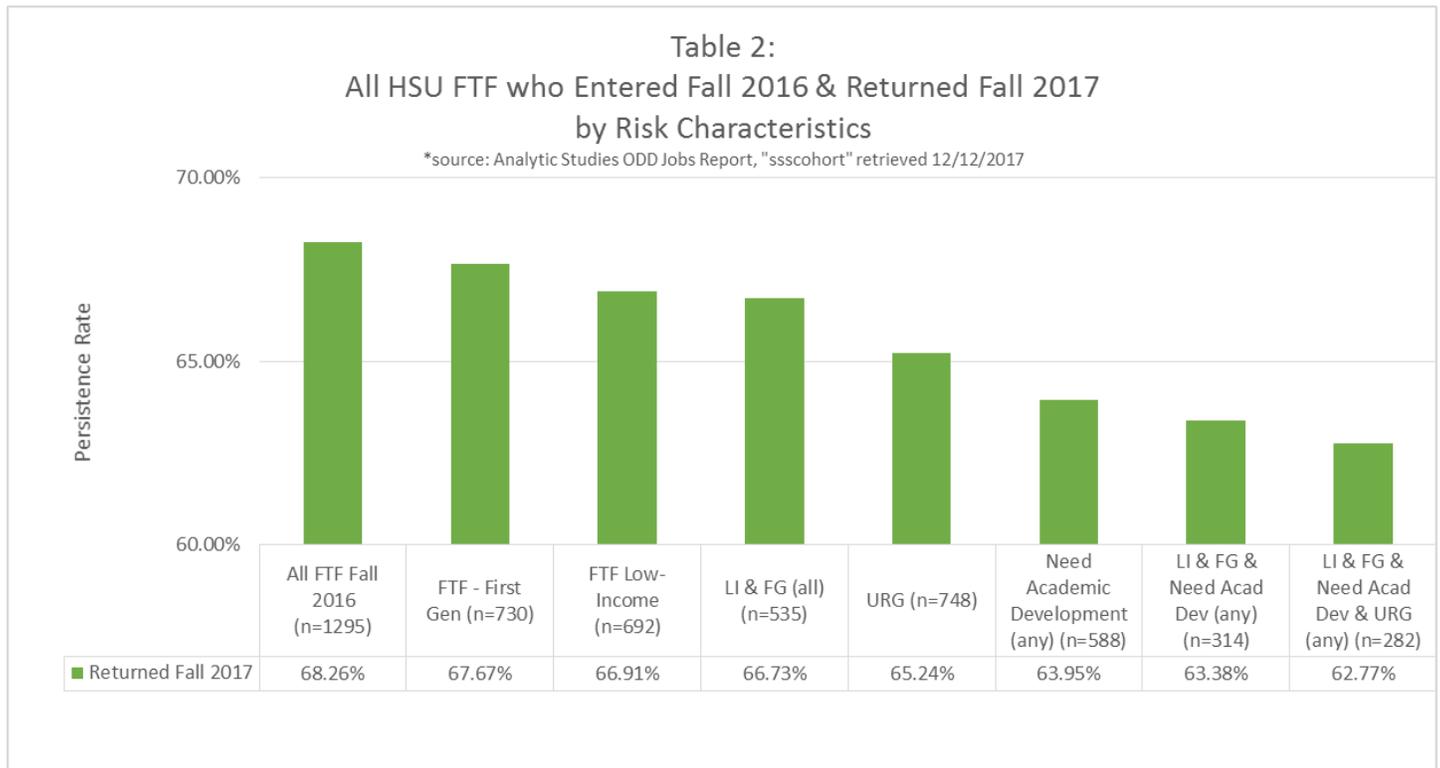
Students also arrive at the university with varying levels of capacity to overcome challenges, which is often referred to as “resilience” or “grit”. In review of the outcomes in persistence, specifically as it relates to the intersection of the risk factors identified above, the patterns become clear: the number of combinatory risk factors that students face has a correlating negative impact on student persistence. For instance, the fall-to-fall persistence rate among first-year students who face all 4 risk characteristics is much lower (62.8%) than

students who did not face any of the 4 risk factors (74.1%), representing an 11.3 percent gap in the first-year to second-year continuation rate.

Even when considering individual student “resilience” or “grit”, the data seems clear, indicating that students who face combinatory challenges are harder pressed to become fully integrated into the campus, sufficient to stay at HSU into their second year, as detailed in Table 2 below.

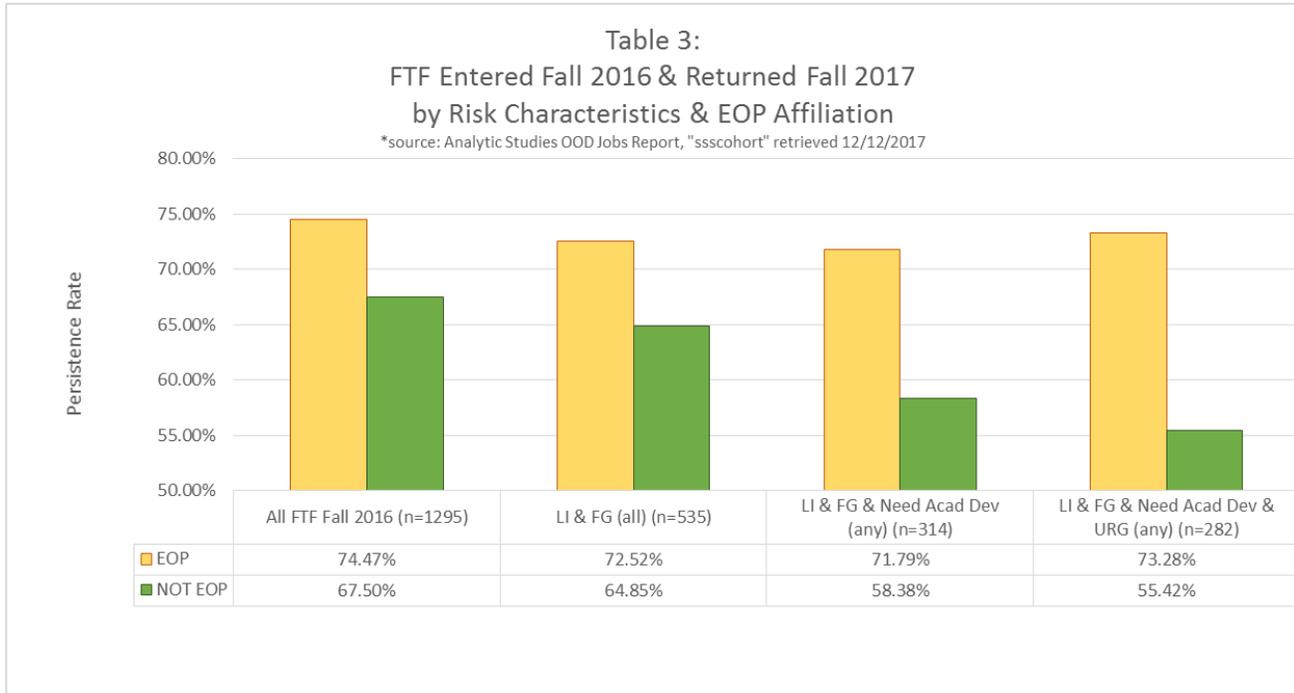
Table 1: New HSU first-year undergraduates who entered in the Fall Semester 2016, by risk characteristics & EOP Affiliation (n = 1295)		
	EOP (New FTF) (n = 141)	Not EOP (New FTF) (n = 1154)
Are First-Generation College Students (FG)	98.6 %	51.2 %
Are Low-income (LI)	94.3 %	48.4 %
Need Academic Development in English and/or Math	90.7 %	39.9 %
Are from an Under-represented Cultural Group (URG)	93.6 %	53.4 %
All of the above: Are FG & LI & Need Acad Dev & URG	82.3%	14.4%

*analytic studies ODD Jobs Report, “ssscohort” generated 12/12/2017



EOP Impact on First-Year persistence, Fall to Fall

Through the intervention of EOP services, student persistence is positively impacted as demonstrated in Table 3 below. Each set of EOP services is designed to enhance student integration into the campus community through academic support, social & cultural support, and individual mentoring and advising. The positive impact of these services is seen in the first-year continuation rates of EOP students, regardless of the number and type of risk characteristics they face, as detailed in Table 3 below.



EOP ASSESSMENT PLAN FOR AY 2016-17

For the 2016-17 academic year, the EOP goals and associated outcomes under focus are described below. The specific outcomes and measures were established at the beginning of the 2016-17 academic year. [A review of outcomes have subsequently been conducted and are described in blue, below.](#)

EOP Goal #1: *Academic Engagement*: To provide structured experiences and intensive mentoring and advising that aid EOP_students in realizing success in both their academic performance and educational attainment.

General Outcome 1a. EOP students will have lower academic probation rates than demographically comparable non-EOP students. (speaks to the opportunity gap)

Measurement:

- By class level (FTF)

- [Table 4: Comparison of Academic Standing among EOP FTF vs. Non EOP FTF at the end of their first semester \(Fall 2016\) and second semester \(Spring 2017\) at HSU](#)

Table 4: FTF Comparisons – Academic Standing at End of Term (EOT) By EOP Affiliation Fall 2016 & Spring 2017*			
	Good Standing – End of Term	Total Enrolled	Percent in Good Standing
EOP/SSS FTF (Fall Term)	108	140	77.0%
NOT EOP/SSS (Fall Term)	815	1131	72.0%
EOP/SSS FTF (Spring Term)	104	133	78.2%
NOT EOP/SSS (Spring Term)	813	1044	77.9%
*Data Sources: Analytic Studies ODD Jobs Report: “Advisor Enrolled” Fall 2016 & Spring 2017			

Discussion: EOP Impact on academic standing is positive, with EOP students ending their first term in good academic standing at a higher rate (77%) than university freshmen overall (72%). For those students who continue into their second term, EOP students continue to outperform university students overall, although at a marginal level of difference (78.2% vs. 77.9%, respectively). These outcomes are particularly positive, given the differences in the pre-college experiences among EOP students and HSU students in general.

- Table 5: Comparison of Academic Standing among *comparable student populations*, (EOP FTF vs. Non EOP FTF) based on the four pre-collegiate characteristics of **low-income** status AND **first-generation** college status AND being a member of an **under-represented group** AND **needing some form of academic development** (English and/or math) in their first year (see table below).

Discussion: Similar outcomes are found when comparing academic standing with a similar population of students who are NOT served by EOP, but with much more dramatic differences. The differences in academic standing between EOP students and students from a similar background (Not EOP) ranges from 17.3 percent at the end of the first term, to 11.1 percent at the end of the second term. These stark differences suggest the strong impact that EOP services can have on promoting positive academic performance outcomes, as detailed in the table below.

Table 5: FTF Comparisons – Academic Standing at End of Term (EOT) EOP & Comparison Group: *Students who are Low-Income & First-Gen & URG & Need Academic Development (Engl/math)*			
	Good Standing – End of Term	Total Enrolled	Percent in Good Standing
EOP/SSS FTF* (Fall Term)	89	115	77.4%
NOT EOP/SSS* (Fall Term)	98	163	60.1%
EOP/SSS FTF* (Spring Term)	86	110	78.2%
NOT EOP/SSS* (Spring Term)	98	146	67.1%
*Data Sources: Analytic Studies ODD Report: “Advisor Enrolled” Fall 2016 & Spring 2017; Analytic Studies ODD Report: “ssscohort” Fall 2016			

Program Changes based on Data: Based on these findings, program efforts have been intensified, specifically in regard to EOP outreach and admissions practices. EOP admissions efforts for the 2017-18 and subsequent years will be to identify incoming university students who have all of the identified risk characteristics, and to

encourage them to apply for and be admitted into EOP. The intent of this effort is to increase the proportion of highest-risk HSU students who will benefit from EOP services.

EOP Goal #1: Academic Engagement: To provide structured experiences and intensive mentoring and advising that aid EOP students in realizing success in both their academic performance and educational attainment.

General Outcome 1a. EOP students will have lower academic probation rates than demographically comparable non-EOP students. (speaks to the opportunity gap)

Measurement:

• **By EOP Fall Bridge participation**

- **Table 6:** Comparison of Academic Standing among EOP Fall Bridge Participants and other HSU FTF who did NOT participate in EOP Fall Bridge, including a *comparable student population*, based on the four pre-collegiate characteristics of **low-income** status AND **first-generation** college status AND being a member of an **under-represented group** AND **needing some form of academic development** (English and/or math) in their first year (see table below).

Table 6: EOP FTF – Academic Standing at End of Term (EOT) By participation in EOP Fall Bridge*			
	Good Standing – End of Term	Total Enrolled	Percent in Good Standing
EOP Fall Bridge Participants (Fall Term)	84	107	78.5%
EOP/SSS FTF who did NOT participate in FB (Fall Term)	24	33	72.7%
HSU FTF, NOT EOP/SSS (Fall Term)	815	1131	72.0%
NOT EOP/SSS (EOP Comparison Group**) (Fall Term)	98	163	60.1%
EOP Fall Bridge Participants (Spring Term)	80	100	80.0%
EOP/SSS FTF who did NOT participate in FB (Spring)	24	33	72.7%
HSU FTF, NOT EOP/SSS (Spring Term)	813	1044	77.9%
NOT EOP/SSS (EOP Comparison Group**) (Spring Term)	98	146	67.1%
*Data Sources: Analytic Studies ODD Report: “Advisor Enrolled” Fall 2016 & Spring 2017			
**Students who are Low-Income & First-Gen & URG & Need Academic Development (Engl/math)			

Discussion: The increase in academic rigor between high school and college is a common experience for all students, but for EOP students, this increase in expectations is often magnified due to the conditions of their K-12 experiences. Too often, EOP students receive their K-12 instruction in schools that are grossly under-resourced, and where quality instruction is often compromised by the environmental conditions present within their K-12 schools.

To assist EOP students with this intensified transition, a majority of EOP students are placed into the EOP Fall Bridge program where they receive supplementary academic support and instruction. Embedded within this instruction are purposeful activities and assignments that require students to practice active and deep engagement with the academic material. Exploration and reflection of student academic behaviors and the impact on academic outcomes are also explored. The course design focuses on helping students acquire academic strategies that will be transferable to future classes, and to access university support services that will be available to them in subsequent semesters.

As the data shows, EOP Fall Bridge participants are more likely to finish their first and second terms in good academic standing, outperforming all HSU freshmen and EOP students who did not participate in Fall Bridge. While the bridge

program is a first-term service, the gains made among EOP Fall Bridge participants during the fall semester are sustained through their second term as well, suggesting that the transferability of the skills acquired in Fall Bridge are carried forward into the students subsequent semester.

- **Table 7:** Comparison of 1-year persistence rates among comparable FTF student populations, (EOP vs. Non EOP) based on the four pre-collegiate characteristics of **low-income** status AND **first-generation** college status AND being a member of an **under-represented group** AND **needing some form of academic development** (English and/or math) in their first year.

Table 7: FTF Comparisons – 1 Year Persistence Rate (Fall to Fall)			
EOP Fall Bridge & Comparison Group:			
Students who are Low-Income & First-Gen & URM & Need Any Remediation			
	Entered Fall 2016	Enrolled Fall 2017	Persistence
EOP Fall Bridge Participants* (Fall Term)	96	69	71.9 %
Not EOP/SSS (Comparison Group)*	166	92	55.4 %
*Data Sources: Analytic Studies ODD Jobs Report: “ssscohort” retrieved 12/12/2017			

Program Changes based on Data: No substantive changes in the EOP Fall Bridge Program are anticipated for the coming year, other than small curricular adjustments and coordination of efforts between Fall Bridge courses.

New university efforts in freshman programs, however, do suggest a need for heightened coordination and continued evaluation of EOP Fall Bridge within the broader institutional context. Recent university successes within similar HSU freshmen programs (i.e. Klamath Connection) have increased campus interest and discussion regarding possible expansion of these programs in the coming years. These programs will likely result in similar and improved outcomes for traditional HSU freshman. What is yet unclear, however, is whether these newer programs will provide an adequate level of academic skill development, particularly for students needing such support, similar to that which is provided to students through the EOP Fall Bridge program.

Future analysis will need to continue in order to ensure equitable opportunities for success for all students, particularly for those facing greatest risk for attrition.