**1. Support Services Report Template**

**Report Info**
- Name of the person completing this report: Alison Richardson
- Title of the person completing this report: Director of Student Academic Services
- Supervisor/dean reviewing report: Diana Balgas
- Name of second reviewer (if necessary): Linda Dobb
- Service: Retention and Admissions
- Division/College: Academic Affairs

**3. Mandated Service**

**Link to Scoring Rubric**

1.1 Please indicate below if any aspect of the service is legally mandated by any of the following and provide the relevant reference.

State Law: Harmer Bill SB 1072

Provide a brief explanation, if necessary, in < 60 words.

In April 1969, the California legislature passed Senate Bill 1072 (the Harmer Bill). This bill established EOP throughout the CSU system and provided access for underrepresented students to enter the CSU through the special admissions process.

**4. Importance of Service**

**Briefly describe the service in terms of its primary function(s) and purpose(s) using <120 words**

Student Academic Services provides access and comprehensive academic support services to retain and graduate historically underserved first generation college students at California State University, East Bay. Programs within Student Academic Services are: The Educational Opportunity Program (EOP), Summer Bridge and the Renaissance Scholars Program (RSP). The Educational Opportunity Program is designed to improve access and retention of historically low-income and educationally disadvantaged students. Summer Bridge is an intensive 4 week transition program that serves approximately 50 students who have the potential to succeed but are not eligible for regular admissions to the university. RSP provides comprehensive support and resources to former foster youth.

**Link to Scoring Rubric**

2.1 Who are the primary receivers of this service? (Please enter the percentage of each user group that is relevant)

- Students: 75%
- Community outside University: 25%
- Total: 100%

**Link to Scoring Rubric**

2.2 Please indicate the direct or indirect impact of the service on students for each of the three University Action/Student Impact Areas listed below (for example processing financial aid applications would be direct impact on students while managing utility services would be indirect).
<table>
<thead>
<tr>
<th>Area</th>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

Provide a brief narrative (<60 words each) explaining your selection for each area.

<table>
<thead>
<tr>
<th>Area</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>SAS/EOP has direct impact on assisting students who enter CSUEB. Approximately 32% of our students would not be admitted to our school without our ability to grant an exception.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Students receive support transitioning to the university, selecting courses, choosing a major, understanding requirements, exploring career options, and preparing for life after CSUEB. We also assist students in managing the various extenuating circumstances and unexpected crises that may impact their lives while ensuring progress towards graduation. Undergraduates benefit from our various programs, services, and extensive campus referral network.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Throughout their time with EOP students are encouraged to find their passion and lifework. This encouragement comes in the form of regular meetings with EOP Counselors, workshops, having students make appointments at AACE and encouraging attendance at the Diversity Forum for Graduate Studies.</td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

2.3 Applying the four choices presented below, please indicate the consequence of NOT having this service on each of the actions in the left hand column.

<table>
<thead>
<tr>
<th>Area</th>
<th>4 - Service provides evidence of direct impact in more than one area</th>
<th>3 - Service provides evidence of direct impact in one area</th>
<th>2 - Service provides evidence of indirect impact in more than one area</th>
<th>1 - Service provides evidence of indirect impact in one area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td></td>
<td>✔</td>
<td></td>
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<tr>
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<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

Provide a brief narrative (<60 words each) explaining your choice.

<table>
<thead>
<tr>
<th>Area</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>The university would lack in its depth of diversity. We would lose a portion of our underrepresented student population. All of our students are from underrepresented and low income backgrounds. It will lead to an issue of access for these students and create a less diverse community for the campus.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>EOP students require additional transition resources and support that are not offered to the general campus undergraduate student. Without comprehensive support services our 1st generation students could have a more difficult time navigating the college system.</td>
</tr>
</tbody>
</table>
After college (helping students establish meaningful lifework and be socially responsible contributors to society)  

1st generation college students are not exposed to the variety of career choices available to them at home or in the communities where they live. Without EOP students will have to learn about internships, careers and graduate school utilizing another method or service.

2.4 Alignment with Shared Strategic Commitments

How does this service contribute to or align with any of the eight Shared Strategic Commitments (SSC) listed below?

<table>
<thead>
<tr>
<th>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</th>
<th>The program provides an opportunity to enhance diversity on this campus and promote 1st generation and former foster youth with academic, professional and personal development. It contributes to closing the current gap between first generation students and second generation students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development</td>
<td>This program expands access to first generation and low income students. It provides an opportunity for students to attend a university who never thought they belong there. It serves students who do not have the luxury of having a high school counselor, college preparatory classes or pre-college experiences. This program builds their confidence and creates a sense of belonging which will lead to possible graduate opportunities.</td>
</tr>
<tr>
<td>Serve students first, by expanding access and enhancing each student’s educational experience and prospects for success as a graduate and life-long learner</td>
<td>EOP is also committed to empowering students with a sense of belonging and ownership of the University. This includes helping students engage in enrichment opportunities, develop a sense of community, and pursue opportunities for personal growth.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>The department has developed and maintained relationships with campus partners that assist us in supporting student success. We work closely with Financial Aid, Enrollment Information, Admissions, Student Housing, General Education, Student Life and Leadership, SCAA and AACE. We also work with our community partners to create more efficient pipelines with our local high schools and community colleges.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>As we recruit, retain and graduate students from our local service area they go on to contribute to the their communities.</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)</td>
</tr>
</tbody>
</table>

2.5 How might the demand for this service change over the next five years? (Please choose one category below).

Likely to increase
Provide a rationale for your choice (assumptions, impact of new policy, etc.) in <120 words.

The number of undocumented students that qualify for a college education under AB 540 will increase our demand for services.

5. Quality of Service

3.1 Do you assess the quality of the service you provide?

Yes

If “Yes”, what benchmarks, best practices or measures of success, either internal or external, do you use to measure service quality (e.g., timeliness, accuracy, adequacy, meeting deadlines, satisfactory completion of assignment, etc.)? Please describe in <120 words. If no, please explain.

We create learning outcomes prior to developing any program or service and we began utilizing the College Student Inventory in an attempt to better understand receptivity to our services. Additionally, in order to work with our most at risk students, quarterly we request data, review mid term progress reports from faculty and meet with students to go over strategies to improve. The department also utilizes the CSU graduation and retention rates as a way to measure our effectiveness.

3.2 During the last three years, have you adopted any measures to improve the quality of this service? Please describe in <120 words.

In the last 3 years we have better utilized data warehouse to ensure our students are: fully enrolled, in good standing with Financial Aid, in good standing academically, targeting students who have the potential to be inactive. The department has also been fortunate to receive funding from A2E2 to provide 2 additional EOP Counselors which allows for smaller caseloads (from 360 to 200) and greater opportunity for more intervention. Of the 6 EOP Counselors, 2 are dedicated to our First Time Freshman. On going professional development is a focus for staff to stay current on better communication and counseling techniques and issues facing our students.

In 2010 the department implemented EOP Welcome for our freshman and transfer students.

3.3 What idea(s) do you have for improving the quality of this service within existing resources (e.g. development of benchmarks, surveys, feedback, etc.)? Please describe your plan(s) in < 120 words.

Given additional staffing, the department will be able to provide better analysis of caseloads. The department will be able to create surveys based on program outcomes to assess learning of student population.

In January we will have a new advisor software (Advisor Trac) that will provide counselors the ability to track their students and provide accurate information and follow up. With this new software, goals will be developed for both the retention team and admissions team to raise our retention and graduation rates.

3.4 What ideas do you have for improving the quality of the service if additional resources were provided. Please describe your idea(s) in <120 words.

If additional resources were provided the department would provide additional services in outreach to assist students and families in the transition to college (math and reading comprehension classes during 11th grade and family workshops on college culture). Develop a stronger pipeline programs with both local high schools and community colleges. Implement more best practices based on our benchmark institutions to identify any new or innovative services to meet the unique needs of our students. Provide additional services for our AB 540 students (book vouchers, scholarship opportunities, housing resources, career opportunities).
3.5 Do you use any formal or informal process to assess the level of satisfaction of the service users?

Yes

If yes, describe the process and most recent results in <120 words. If no, please explain.

The Retention Team administered a survey of EOP students and their satisfaction with our program; 84.2% were somewhat satisfied and extremely satisfied with the service they received. At the end of each program or service provided the staff have surveys to assess satisfaction. The department also meets at the end of each program to review what went well, what didn’t and how we can improve. The department also has yearly retreats to analyze services and develop new approaches or ways to enhance services.

3.6 The university recently conducted a customer satisfaction survey for some services (results for this service are attached, if applicable). Do you have any comment or response to the results? Please describe in <120 words.

Based on the survey, respondents see the importance of our services and feel that the department provides high quality services. In terms of usage, I believe the numbers were low based on who filled out the survey. It is not clear if there were filters for students who were only EOP to fill out responses specifically regarding EOP. Because we only serve those students who apply, qualify and are selected it makes sense that they would rate usage low. Based on the Retention Survey (see 3.5) there is a difference in the results.

3.7 Do you have any formal or informal guidelines for personnel in your department regarding how to treat/interact with receivers of this service?

Yes

If yes, please describe in <120 words. If no, please explain.

Yes, it is important that our full time staff, student staff and volunteers have an understanding of the students we serve. During training we talk about our student population, share their stories and also do diversity training in order to create a more inclusive environment.

3.8 Does your service have annual goals (targets) of achievement regarding the quality of the service provided?

Yes

If yes, describe the annual quality goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

Our targets are based on persistence, retention and graduation of our EOP students (inclusive of EOP, Renaissance Scholars and Special Admits).

3.9 Does your service have annual goals (targets) of achievement regarding the quantity of service provided?

Yes

If yes, describe the annual quantity goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.
Due to the number of students in each counselor's caseload, we didn't have enough time slots available to see all of the students who tried to make an appointment per quarter so there was no reason to set annual quantity goals. EOP Counselors meet individually and respond to student emails daily.

There are admissions goals set each year for the incoming class of freshman and transfers. These targets are based on the number of students we graduate so that we can maintain consistent caseload numbers.

### 6. Efficiency of Service (cost effectiveness)

#### 6.1 Using the spreadsheet provided for all employees in your department, please distribute salaries of individuals across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

716

Attach your allocated spreadsheet here.

AA - EOP - 2011-12 Expenses.xlsx

#### 6.2 Using the spreadsheet provided, please distribute your department's annual operating expenses across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

47.00

#### 6.3 Using the spreadsheet provided, please distribute the square footage of work space across all services provided to reach an educated or reasonable estimate of the use of this resource.

Attach your allocated spreadsheet here.

Space AA EOP SAS.xlsx

#### 6.4 During the last three years, have you adopted any measures to improve the efficiency (cost effectiveness) of providing this service (e.g. reducing salary costs, operating expenses or use of space, or increased output without increasing cost. Etc.)?

Yes

If yes, please describe the measures in <120 words. If this is a new service introduced over the past three years, please indicate. If no, please explain.

With an increase in staffing, both full time (3 additional full time staff) and student staff (10 peer mentors) in the past two years, we have had to find a new way to utilize very limited space in the office. A supply room was converted to an office for our peer mentors, the Office Manager was moved from a private office to sharing the outer office of the Director to create another office for full time staff. Our part time data consultant shares a space with our admissions staff or works on the weekend. In addition, we moved our Renaissance Scholars program (inclusive administrative support) to an office space within the building which is a converted storage and conference room.
4.5 What idea(s) do you have for improving the efficiency (cost effectiveness) of this service within existing resources (e.g. restructuring, merging, outsourcing, ways to cut costs, technology, etc.)? Please describe those ideas in <120 words.

Continuing to implement a greater range of workshops that reach greater number of students within the program. Utilizing skype and google forum to meet the needs of our online, non traditional students (work, older or reside outside of the 9 county bay area) and concord campus students.

4.6 What idea(s) do you have for improving the efficiency (cost effectiveness) of the service if additional resources were provided. Please describe your idea(s) in <120 words.

If additional resources were provided it would best to have all services in one space. Because the majority of our Renaissance Scholars are EOP it would be nice for students to be able to one department. It would also create efficiencies if our Peer Mentors could have several spaces within the department to meet with students so they do not have to find other areas on campus to meet that are not always quiet or confidential.

4.7 Do you have any plan(s) to improve the efficiency (cost effectiveness) of this service in the next 1-2 years (e.g. reducing costs, increasing productivity, etc.)?

Yes

If yes, please specify whether these plan(s) involve reducing salary costs, operating expenses and/or use of space. Please describe your plan(s) in <120 words. If no, please explain.

Our productivity is currently extremely high based on the number of staff and space that we have. We are extremely efficient given our lack of space and number of staff. However we are always looking for ways to collaborate with our campus and community partners to increase efficiencies. For example, working with other departments that hire student leaders to do hiring, and training together to save on resources and identifying a larger pool of student leaders on campus.

4.8 Please describe the estimated output for this service for fiscal year 2011-12, quantify if possible (e.g. volume, service tickets resolved, people serviced, appointments, etc.) in <120 words.

In 2011-12 we had 1,200 students that we served through our retention services, which includes email, 1 hour appointments, 30 minute drop in appointments. We served 200 incoming freshman at EOP Welcome and 100 at EOP Transfer Welcome. The EOP Counselors assisted in registering over 1,500 FTF in Orientation. There were 12 workshops in the 2011-12 academic year where 212 students attended. In 2011-12 EOP Counselors processed 3,706 midterm progress reports on average per quarter. Our admissions component processed over 14,000 applications and conducted 32 outreach events for the community. In addition Admissions processed, reviewed and identified 300 students that were eligible for the Summer Bridge Program, with 46 who accepted admission into the program.
If yes, please provide a list of those departments. How are the services described here similar or different? Please describe in <60 words.

The EXCEL program is a federally funded program that provides academic advising, tutoring and workshops to first generation and low income students. They are not an admissions based program like EOP however and have more flexibility in their guidelines for accepting students post matriculation.

Link to Scoring Rubric

5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.

These students are not only first generation, but low income and are from underserved school systems. Most college going students do not have to face the challenges of inadequate preparation in high school, lack of financial resources, or families who have no knowledge of going to a university and are unable to support their students economically or academically. Our services are unique because our department provides holistic advising/counseling and admissions. EOP assesses their background, skills, barriers and based on the students goals determines a comprehensive and highly personalized educational plan and support services. We are intricately involved in supporting EOP students from admission through graduation.

Link to Scoring Rubric

5.3 Are there any additional things about this service that you would like the task group to know? Please describe/explain in <250 words.

EOP meets and admits the highest risk but greatest potential student. Beginning with EOP Admissions and ending with EOP Retention we graduate 52% of our regular and exception students. We utilize the theory that those students who have a connection to something or someone on campus has a greater chance of succeeding. Our services are high touch and customized to meet their specific and individual needs. EOP utilizes timely, accurate and intrusive advising and support services. Caseload management is key to our retention rates; for example we target and outreach to financial and academic probation students, those that are close to being discontinued, FTF who have high drop out proneness (based on College Student Inventory).
EOP is committed to empowering students with a sense of belonging and ownership of the University. This includes helping students engage in enrichment opportunities, develop a sense of shared learning and community, and pursue opportunities for personal growth.