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: Renaissance Scholars Program
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: AB 194; AB 1393

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

AB 194: Requires the CSU and community college districts to grant priority for registration for enrollment to foster youth or former foster youth.

AB 1393: Requires California's public postsecondary institutions that maintain student housing facilities to: (1) give priority to current/former foster youth; and (2) remain open during school breaks, or year-round basis, to give priority to current/former foster youth.

4. Importance of Service

Link to Scoring Rubric

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

The Renaissance Scholars Program (RSP) provides comprehensive support services for students who exit the foster care system and are accepted to CSUEB. RSP is designed to provide much needed guidance and financial assistance to assure that former foster youth can succeed in college. Renaissance Scholars receive comprehensive support that guarantees that their basic housing, financial, emotional, and health needs are met. Renaissance Scholars benefit from:

- Personal help with college entrance forms, financial aid & scholarship applications
- Academic, career, and psychological counseling
- Priority registration
- Year-round on-campus housing
- Career development and internship opportunities
- Tutoring and mentoring
- Scholarships and emergency financial assistance
- Leadership training
- Social activities

2.1 Who are the primary receivers of this service? (Please enter the percentage of each user group that is relevant)
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>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>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>✔</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>✔</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
</tr>
</tbody>
</table>

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>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>
</tr>
<tr>
<td>During college (helping students)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Link to Scoring Rubric
Provide a brief narrative (<60 words) explaining your choice.

<table>
<thead>
<tr>
<th><strong>Pre-college</strong> (helping students to enter the system)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to the Alameda County Foster Youth Alliance, approximately 20,000 foster youth emancipate from the child welfare system in America each year. About 10% of those youth attempt some form of higher education; compared to roughly 70% of the general population. If we are not actively outreaching to agencies, community programs and high schools foster youth will not be aware of the support services available.</td>
<td></td>
</tr>
</tbody>
</table>

| **During college** (helping students succeed while they are at Cal State East Bay) | Common factors that influence the success of emancipated youth at CSUEB are unmet financial need, adjusting to life outside of foster care, keeping up with the fast-paced quarter system, contending with remedial math and English, and depression coupled with other mental health and trauma-related issues. |

| **After college** (helping students establish meaningful lifework and be socially responsible contributors to society) | If we were not able to directly assist our students we would encourage them to go to our partners in AACE. |

**Link to Scoring Rubric**

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><strong>SSC</strong></th>
<th><strong>If aligned or contributing, provide a description. (&lt;60 words for each SSC)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</td>
<td>CSUEB has reached out to the community to serve traditionally underrepresented students by providing pathways to higher education and affordable, first-rate educational opportunities. The Renaissance Scholars Program contributes and supports this commitment in its efforts to recruit, retain and graduate a population of the community that has been underserved. Former foster youth provide the campus with a new perspective on perseverance. They truly embrace our motto “from adversity to the stars”.</td>
</tr>
<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>Renaissance Scholar Program expands access to former foster youth. It not only provides an opportunity for students to attend a university it gives them the support services and resources they need to be successful.</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 lifelong learner</td>
<td>We are committed to empowering students with a sense of belonging and ownership of the university. This includes helping students engage in enrichment opportunities, giving back to their community through service and pursuing 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><strong>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</strong></td>
</tr>
</tbody>
</table>
Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University.

Renaissance Scholars is a part of the Student Academic Services/EOP and students have multiple networks of support within the department. The Renaissance Scholars Program receives funding support from a variety of grants, individual donors and community agencies that support foster youth. In addition, the program partners with Financial Aid, Housing, the bookstore, Library, SCAA and Counseling services to provide the wraparound support necessary to our student success.

Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility.

As we recruit, retain and graduate students from our local service area they go on to contribute to the community and many of our Renaissance Scholar graduates advocate for foster youth through their community service work and careers.

Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM).

Link to Scoring Rubric

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.

As we continue to graduate former foster youth and increase our visibility in the community through outreach programs, the number of foster youth that see college as an option will grow. Through the EOP program we do outreach at high schools and community programs in our local area; at those presentations we spend time talking with students about all of the programs that support their transition to the university environment. The stronger connections we make with high schools and community agencies, the more confident they feel in referring students to CSUEB and the Renaissance Scholars Program.

5. Quality of Service

Link to Scoring Rubric

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.

The Renaissance Scholars Program uses several indicators to measure the quality of program services: GPA, academic standing, graduation rates, persistence rates, enrollment status, college class level, student satisfaction level, etc. Results are evaluated on a quarterly basis and interventions are prescribed.

Renaissance Scholars are also asked to take the Casey Life Skills Assessment and the Strong Interest Inventory. Casey Life Skills is a free tool that assesses the behaviors and competencies youth need to achieve their long term goals. It aims to set youth on their way toward developing healthy, productive lives. The Strong Interest Inventory assessment measures career and leisure interests.

Link to Scoring Rubric
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, the Renaissance Scholars program has improved its quality of service through increased communication between the Renaissance Scholar Coordinator and the EOP Counselors to ensure that Renaissance Scholars are being provided with the services and resources they need to be successful. We have also implemented a lending library to ensure that students have books that they need each quarter. A comprehensive orientation program for incoming Scholars helps with their transition to CSUEB. Renaissance Scholars also have peer mentors and activities to enhance their learning. We also utilize data warehouse to ensure students are fully enrolled, in good academic standing, and in good standing with financial aid.

Link to Scoring Rubric

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.

Sharing resources within the department (workshops, off campus activities). We will also utilize Advisor Trac which will provide additional data and better communication between staff and students.

Link to Scoring Rubric

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.

Develop pipeline programs at local high schools to support foster youth. This program would provide assistance in math, reading comprehension and events that introduce them to college culture.

Link to Scoring Rubric

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 Office of Student Retention Services administration of the 2012 Student Satisfaction Survey encompassed the entire SAS department (which is inclusive of Renaissance Scholars).

Link to Scoring Rubric

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.

The responses were not specific to Renaissance Scholars Students. Of those students who responded, they found that there is a high need for EOP services.

Link to Scoring Rubric

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.

It is important that our professional staff, students and volunteers have an understanding of the students we serve. During training we have conversations and information sharing about the populations we serve within our department. We also do diversity training to help create an inclusive and safe environment for our student populations.
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 and goals are based on retention, persistence and graduation. In 2011-12 we had the following goals and outcomes:

GOALS

Recruit 10 new Renaissance Scholars
Improve educational success for Renaissance Scholars
• Avg. 1-year retention rate, 75%
• Avg. GPA after 1-year, 2.67
• Avg. 6-year persistence rate, 20%

Students living in Pioneer Heights will have year-round housing
10 newly admitted Renaissance Scholars will have a peer mentor

OUTCOMES

9 new Renaissance Scholars
16 continuing Renaissance Scholars
22 of 25 Renaissance Scholars retained, 88%
2.86 average cumulative GPA
23 participated in program activities
23 received guidance
13 of 13 Renaissance Scholars in stable campus housing

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.

We require students to meet with the Coordinator and EOP Counselor once per quarter. If students do not meet with their coordinator or counselor, phone calls and emails are placed. If the student is having academic or personal issues, we have the ability to place a hold on the student.

In terms of admissions targets, we try to have at between 40-50 active and enrolled students each quarter.

6. Efficiency of Service (cost effectiveness)

4.1 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.

1167.00
4.2 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.

4.3 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.

4.4 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.

Because Renaissance Scholars is a part of Student Academic Services/EOP, administrative support, workshops, academic advising and outreach and recruitment are shared activities in order to increase efficiencies and reduce costs.

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.

External funding for an Outreach Liaison and an Administrative Assistant, both 25 hours a week were exhausted. Moving forward, the EOP Admissions and Outreach staff provide more direct service to all of the groups served. The front desk student staff provides support to Renaissance Scholars who need to make appointments and receive a book from the loaner library. The Director and Office Manager provide the Coordinator with administrative support with regards to financial forms and budget assistance.

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 be extremely helpful to have administrative support/analyst to work directly with the admissions and outreach team to provide assistance in the processing of applications and follow up necessary for our Renaissance Scholars to ensure they have all of the documents necessary for admission and additional support.

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.

The Renaissance Scholars Coordinator position is currently vacant and with this brings an opportunity to adjust the job description to include academic advising. The new Coordinator will do academic advising in addition to providing other support to our students. This will eliminate the need for Renaissance Scholars to see both an EOP Counselor and the Coordinator which has been frustrating and confusing for our students. The Renaissance Scholars Program Coordinator will be involved with the retention efforts of the rest of the EOP Counselors to ensure that all students are provided with the same caseload management. Additionally, we will continue to collaborate on programs and workshops that all EOP/Summer Bridge/Renaissance Scholars can benefit from while at CSUEB.

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 there were 51 Renaissance Scholars in the program. Each student met with the Coordinator and their EOP Counselor twice per quarter. The Renaissance Scholars Outreach Liaison made 45 visits to agencies and schools and made contacts with 1,107 counselors, students and social workers. The Renaissance Scholars Coordinator met with several potential funders/donors, attended 12 functions to support former foster youth and served as a host for funders for campus visits.

7. Other

5.1 Are you aware of services similar to this one that are being provided by another department at CSU East Bay?

No

If yes, please provide a list of those departments. How are the services described here similar or different? Please describe in <60 words.

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

According to the Alameda County Foster Youth Alliance, approximately 20,000 foster youth emancipate from the child welfare system in America each year. About 10% of those youth attempt some form of higher education; compared to roughly 70% of the general population. Of that 10%, about 1-3% achieve their goal of completing a post-secondary education. Former foster youth are disproportionately affected in the areas of homelessness, incarceration, unemployment and mental health. Common factors that influence the success of emancipated youth at CSUEB are unmet financial need, adjusting to life outside of foster care, keeping up with the fast-paced quarter system, contending with remedial math and English, and depression coupled with other mental health and trauma-related issues.

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.

California State University, East Bay has been providing affordable, first-rate educational opportunities to the Bay Area, enabling thousands of first-generation college graduates achieve heights they never thought they could reach. There has, however, been a large segment of youth in our community that to a large degree has not been afforded the opportunity to pursue their dreams.
Foster youth, in particular, are disproportionately affected by emotional, behavioral, and development programs that, along with academic and financial obstacles, hamper their pursuit of postsecondary education. With all these challenges, it is not surprising that foster youth are often unable to overcome the hurdles that obstruct their way into college and limit progress toward a degree. Unfortunately, even though foster youth want and need to attend college, few do. We started our Renaissance Scholars Program to change this.

The Renaissance Scholars Program (RSP), at Cal State East Bay, is in its 7th operating year, and already has made a huge impact on our campus and the greater East Bay community.