Admissions & Recruitment

The admissions cycle for Fall 2017 began on September 1, 2016. Recruitment consisted of attending local area high schools and providing high school seniors a presentation of CSULB admissions requirements and EOP program information. For the 2017 admission cycle outreach made 90 presentations at 30 high schools. In addition to high school visits and presentation outreach and recruitment connected with community partners in order to outreach to underserved student populations. Below is a list of groups and/or high schools where EOP spoke specifically with underserved students.

Group /High school /Event	Date	Special Population
Pacific Islander Leadership of Tomorrow	July 3, 2016	Pacific Islander
King Drew High School	September 19, 2016	African American
Tongan Community Service Center	September 24, 2016	Pacific Islander
Compton High School	September 27, 2016	African American
Dominguez Hills High School	October 13, 2016 & November 14, 2016	African American
Khmer Girls in Action	October 17, 2016	Cambodian
LB Jordan Pacific Islander Club	December 16, 2016	Pacific Islander

Foster Youth Students and Dreamer Students are two special groups that were targeted to our program. Enrollment Services provided a list of identified Foster Youth Students that applied to the university in addition to working closely with closely with the Guardian Scholars Program 86 students were recruitment and currently 53 students are admitted to EOP. Similarly Students that are classified as nonresident or residency unidentified are notified of the AB540 non-tuition exemption process and the Outreach and Admissions Coordinator works with each student to help them complete the tuition exemption process and become eligible for EOP. An email was sent to 283 EOP Complete students that were classified as nonresident or resident unidentified and instructions were provided in order to qualify for EOP. Currently 50 students from the 283 have been provisionally admitted to EOP once their AB540 non tuition exemption status becomes official in July admission to EOP will also be complete.

During the application process students are can be identified as interested in EOP. The number of interested students for Fall 2017 was 44,930. The chart on the next page has broken down the EOP interest and completed applications in addition to the amount of applications screened.

		American Indian	African American	Hispanic	Asian	White	Unknown	Pacific Isld.
TTL NO. OF APPLICATIONS:	44,930	203	3,001	28,660	7,033	3,217	2,547	267
% of Total Apps		0.45%	6.68%	63.79%	15.65%	7.16%	5.67%	0.59%
Admitted to Univ:	9,520	35	462	5,281	2,287	857	546	51
% of Univ Admits	21%	0%	5%	55%	24%	9%	6%	1%
EOP Complete:	8,536	33	455	6443	946	305	318	36
% of EOP Complete		0%	5%	75%	11%	4%	4%	0%
EOP Complete & Univ Admit:	716	7	52	511	96	29	17	4
% of EOP Complete & Univ Admit:		1%	7%	71%	13%	4%	2%	1%
Applications Screened	1329	8	117	685	336	100	76	7
% of Applications Screened		1%	9%	52%	25%	8%	6%	1%

The goal for Fall 2017 EOP enrollment was 500 freshmen and 200 transfer students. As of May 2017 there have been 1150 students admitted to EOP. However after May 1st the freshmen intent to enroll deadline 437 freshman are the total number of freshman admitted to the program. At the time of this report the transfer intent to enroll deadline had not passed therefore currently 287 transfer student have been admitted to EOP and 141 of this group have filed their intent to enroll.

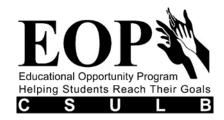|		American Indian	African American	Hispanic	Asian	White	Unknown	Pacific Isld.
FTF:	437	3	38	327	51	6	9	3
% of Admits		1%	9%	75%	12%	1%	2%	1%
Transfers:	287	4	22	118	73	46	23	1
% of Admits		1%	8%	41%	25%	16%	8%	0%
Total	724	7	60	445	127	52	32	4

Next Steps Workshops

In order to expand our reach to and develop a nurturing relationship with high school students and administrators EOP admission developed a next step workshop and invited high schools counselors an opportunity for our office to facilitate this workshop at their school. After emailing many local high schools about our office visiting their high school Wilson, Lakewood and Millikan high school were the three high schools that accepted our invitation. The workshop topics covered in our presentation included testing requirements, SOAR, early start and resource for completing their senior year in order to be ready for college in the fall. While we discussed topics that would assist a student entering CSULB many students had not filed

their intent to enroll during the time of the workshops. However, other portions of the workshop was useful information for any student attending another CSU or college in the fall. EOP representatives also took general question from students about entering a CSULB in the fall. Below is the attendance and dates of all three high school workshops.

High School	Date	# attendance
Lakewood	April 3, 2017	42
Millikan	April 5, 2017	66
Wilson	April 13, 2017	20

Conclusion

Some of the challenges that existed for EOP admission department this academic school year included a delay in our data keeping system which did not function until after December. Due to a change in the format of the CSIlnk report received by enrollment services it took more time than the norm to create a compatible database for the new report. This challenge did create some delays in updating student records and information however the Fall 2017 database is functioning now. Enrollment for African American students is low and while effort was taken to recruit African American students and Asian Pacific Islander students enrollment in these ethnic group is still low. Looking to Fall 2018 admissions cycle a more focused outreach plan will be implemented in addition to more development of the Next Steps Workshop in order to yield more students from African American and Asian Pacific Islander ethnic group to our EOP enrollment.

2016 -2017 EOP Strategic Plan Objectives

During the Summer 2016 EOP retreat, staff outlined a three year strategic plan with objectives and goals to further the program's progress and service to students and to align program activities and resources with the university's strategic plan. Below is what was planned for Year 1

Objective 1
Review current baseline data of EOP students receiving Pell Grants to determine how we can meet and/or exceed the University's goal for degree to progress. This was to be done by utilizing EOP Data and Institutional Research in addition to information from the financial aid department to create baseline data for EOP pell grant students vs. University Pell Grant students. Student cohorts from the 2011 and 2012 cohort were to be used. Once data is collected the benchmark after year one will be to compare data of the non EOP Pell grant receipts and create a plan for improving EOP student degree to progress rates. Retention, persistence and graduation rates for Pell grant recipients in the cohorts 2011 and 2012 was collected by the EOP Director. The committee's recommendation for future work on this goal would be to assemble a focus group to retrieve qualitative data about how to assist students to achieve a degree in four years .

Objective 2
 Strengthen high-impact student services to close the achievement gap and increase retention/graduation rates of underserved and underrepresented students. While there are many aspects to achieving this goal the committee decide to review a newer service to the EOP program and gather data about workshops given by EOP counselors to students in addition to using the EOP student satisfaction survey. This was achieved by composing a uniformed evaluation was completed by the student after every workshop. At the end of the 2016 -2017 academic year our office should have obtained guiding data and suggestions of how to make improvements to the workshops. After the Fall 2016 semester 68 surveys were completed and after the Spring 2017 semester 52 workshop evaluations are completed. Survey results can be found in the program assessment section of this report under workshop evaluations.

Objective 3
Use innovative technology such as E-advising, and teaching student to use the degree planner. Retention staff were advised to develop & implement uniformed departmental SSC campaigns. Strategic criteria to outreach to EOP students was developed in order to provide the targeted student group with a more enriching advising appointment. Campaigns began in August and monthly progress reports were given at staff meetings. Below is a list the campaigns that were implemented during the academic school year.

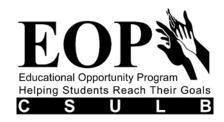SSC Campaigns Implemented for Fall 2016 & Spring 2017.
- Seniors 90 + Apply for Graduation
- Freshmen Mandatory Advising
- 1st Year BLC Campaign

- Pre-Major Degree Planning Campaign
- Tutoring Campaign
- SAP Financial Aid Campaign

In addition to utilizing SSC campaigns educating student on using the degree planner was another goal listed under this objective. Two degree planner workshops were scheduled & implemented in the Spring 2017 semester The first workshop scheduled on March 14, 2017 had zero attendance. The second workshop scheduled for April 27, 2017 had one student attend.

Goal 4
Create a co-curricular training/certificate program with an emphasis on cross cultural training, dialogue and leadership sessions. The CSULB LEAD Conference took place on Saturday, March 4, 2017 from 9:00am-3:00pm in the University Student Union. A total of 111 students participated in the conference. The program consisted of an introductory speaker, 2 workshop sessions, a resource fair, guest performers, a student leader panel, and a closing speaker.

Program Assessment

In addition to the workshop evaluations, two assessments were completed by students during the Fall 2016 Spring 2017 academic year. The assessments include Fall 2016 student satisfaction survey, and Tutoring satisfaction survey. Transcripts of comments and the reports from all assessments and surveys can be found in the EOP shared drive under the folder Assessment.

Fall 2016 Student Satisfaction Survey

In fall 2016 EOP had 2590 active students all students were sent the survey via Qualtrics. 893 students answered the survey. Overall EOPs services and staff rating was high students responded that they strongly agreed positively toward the helpfulness friendliness and benefits that they received from EOP. The top three services found most beneficial to students was advising financial advising and computer lab services. Below is a bullet listing that summarizes the survey's results excluding Tutoring.

Survey strongly agree Academic Counselors:
- ▶ 55% were helpful
- ▶ 53% Satisfied with information provided
- ▶ 64% Friendly and approachable

Survey strongly agree Peer Advisors:
- ▶ 51% Friendly and approachable
- ▶ 47% Helpful
- ▶ 45% Satisfied with information provided

Survey strongly agree Financial Aid Counselors:
- ▶ *56% Financial aid advising is helpful*
- ▶ *52% Answered questions about the FAFSA*
- ▶ *51% Assist with financial concerns*
- ▶ *45% Helped in finding additional sources of financial aid*

Survey strongly agree Financial Aid Peer Advisors:
- ▶ *40% Financial aid peer advisors were helpful*
- ▶ *37% Financial aid peer advisors answered my questions*
- ▶ *37% Financial aid peer advisors assist with financial concerns*
- ▶ *34% Financial aid peer advisors helped in finding additional sources of financial aid*

What EOP Services have been most beneficial to you?
- ▶ *81% Academic Advising from the EOP Academic Counselors*
- ▶ *58% Financial Aid Advising*
- ▶ *41% EOP Computer Lab*
- ▶ *33% Peer Advising*

- *16% EOP Tutoring Service*
- *15% EOP 100 Course*
- *13% Peer Financial Aid Advising*
- *4% EOP Laptop Loan*

What EOP Services would you benefit from after 5pm?
- *67% Academic Advising from the EOP Academic Counselors*
- *51% EOP Computer Lab*
- *47% EOP Tutoring Service*
- *36% Financial Aid Advising*
- *32% Group Study Sessions*
- *25% Peer Advising*
- *12% Peer Financial Aid Advising*
- *11% EOP Laptop Loan*

Would you want EOP to provide evening hours for advising services?
- 80% Yes
- 19% No

How would you rate the services you receive from the front desk?
- 46% Good
- 30% Outstanding
- 16% Average
- 4% Fair
- 2% Poor

In order to make further improvements in EOP high impact services goals were determined based on the results of this survey for the areas of Counseling, Financial Aid, Peer Advising, Tutoring, and the Front Desk. The next student satisfaction survey for Fall 2017 will evaluate the improvement in the areas chosen by each program area.

Program: Peer Advising

Increase strongly agree percentage by 14% from 51% to 65% for the question *The EOP Peer Advisors I met with was friendly and approachable.* To achieve this goal customer service trainings and practice role plays with peer advisors in staff meetings will be implemented to improve customer service skills. In spring semester a customer services training was given to the peer advisors

Increase strongly agree percentage by 10% from 45% to 55% for the question *I am satisfied with the level of information provided by the EOP Peer Advisor.* The Peer Advisor Supervisor will provide more specific information about colleges and academic policy updates

Program: Financial Aid

Increase percentage of agree and strongly agree responses. Decrease the amount of no opinion responses by 9%. To the question *The EOP Financial Aid Advisors were able to answer my questions about FAFSA?* A more

focused review of financial aid workshop attendance in order to identify the type of students attending i.e. class level. Workshops will be more applicable to the type of students attending.

Decrease the percentage of no opinions in the question the financial Aid Peer Advisors were helpful? The Assistant Director plans to implement a work shift check-in system with daily & weekly assignments, in addition to creating more opportunities for financial aid peer advisors to grow in their advising skills. The improved advising skills when meeting with students will improve the connection with the advisee and the financial aid information given will directly help the students with their questions about financial aid.

Program: Tutoring

Utilizing the EOP tutoring services improved my grades in the class I received tutoring for? The survey results showed that eight people strongly disagreed or disagreed with this question. One of tutoring's main objective is to increase understanding of class content and class grade, therefore the goal is to decrease the number of students that answer this question with disagree or strongly disagree. EOP attendance data in relationship to class grades show students that meet with tutors more often earn passing or higher grades in their class. Student's participating in EOP Tutoring services will be encouraged to attend 8 or more tutoring session per semester.

Program: Counseling

An improved customer services experience during advising appointments is the goal for the counseling component. Eliminating student responses of disagree and strongly disagree from the questions describing the counselors friendliness helpful ness and information provided. A customer service training will be implemented for Academic Counselors. Also a small evaluation will be offered to the students to complete after his /her advising appointment. These evaluations will be color coded to designate a specific counselor. The forms can be dropped into a drop box in the front desk anonymously. These evaluation will assist in addressing issues throughout the semester, but also to highlight exemplary customer services.

Spring 2017 Tutoring Survey

A smaller survey was distributed in spring to gather data regarding the EOP Tutoring program. Spring 2017 tutoring recipients were emailed and a 30 question survey about their experience with tutoring services. The survey was distributed to 101 students 22 responded to the survey. Below are the results of the survey.

Questions	Top Answers		
What's your Class Level	Freshman -19	Sophomore 2	
Please list the subjects you received EOP Tutoring for?	MAPB -14	GE Math - 4	
Was the EOP tutoring that you received, volunteer or required by EOP?	Required -12	Volunteer -9	
Was your EOP Tutoring appointment in a group session or one on one?	Group -20	One on 0ne -1	
Did you attend EOP Student Organization Evening Study Nights?	No – 16	Yes -5	

If EOP Tutoring services were offered during extended evening hours from 4:45-6:45pm Monday - Thursday, would you attend these evening hours for tutoring services?	Yes – 15	No-6	
What days would you like to have tutoring services during extended evening hours from 4:45-6:45pm Monday - Thursday?	Wednesday	Thursday	
My tutor was friendly and approachable	Strongly Agree - 12	Agree -5	
My EOP Tutor was patient with my questions and learning process during my tutoring appointments.	Strongly Agree - 12	Agree -5	
My tutor had enough resources to facilitate my tutoring session?	Strongly Agree – 11	Agree -5	
EOP Tutoring services improved my class performance that resulted in a higher letter grade?	Strongly Agree - 7	Agree -7	No Opinion -7
My EOP Tutor was very knowledgeable and able to communicate the content in the subject I was tutored?	Strongly Agree - 12	Agree -3	
My tutoring room was a comfortable learning environment.	Strongly Agree - 10	Agree -8	
I found the check-in process for tutoring easy and accessible.	Strongly Agree - 11	Agree -7	
I was able to schedule my tutoring appointments for MAPB 1,7 or 11 easily.	Strongly Agree - 8	No Opinion -7	
Do I have a preference of drop-in Tutoring or scheduling an appointment for tutoring?	Drop-in -12	Scheduled appointment -8	
Overall I am satisfied with the EOP Tutoring services.	Strongly Agree - 12	Agree -6	
Do you receive tutoring services outside of EOP Tutoring and/or the Learning Assistance Center	Professors Office Hours -9		
Did you use the free tutoring services from the Learning Assistance Center?	No -13	Yes -7	
The tutoring services at the Learning Assistance Center improved my class performance that resulted in a higher letter grade?	No Opinion -9	Strongly Agree -4	
My tutor at the Learning Assistance Center was patient with my questions and learning process during my tutoring appointments.	Strongly Agree -5	Agree-5	No Opinion-5
I found tutoring from the Learning Assistance Center to be an important resource for my academic success.	No Opinion -7	Strongly Agree -4	Agree -4

Below are the qualitative answers recorded in the survey.

Are there any positive comments you would like to share about the EOP Tutoring?

- ▶ The tutors are friendly and is patience with helping me learn
- ▶ Very helpful and productive
- ▶ Yesenia is the best tutor under the EOP service.
- ▶ Your tutors are very helpful and friendly based off of my experiences.

Is there any improvements to the EOP Tutoring Services you would like to share?

- ▶ There should be a tutor who has knowledge on the subjects
- ▶ Math 122 tutor
- ▶ Have textbook resources for math tutoring.
- ▶ I came in for help but the tutor I needed wasn't even there
- ▶ Maybe have a couple hours on Friday

Are there any subjects you want EOP Tutoring to provide?

- ▶ No
- ▶ Math 123
- ▶ Required (not drop in) English tutoring.

EOP Workshop Evaluations

A total of 120 evaluations were collected between Fall 2016 and Spring 2017. Mainly freshman attended the workshops however the breakdown of all class levels of those reported is list below. The data does show students responded positively to the workshops and found the information helpful and useful.

Class Level	Amount
Freshmen	55
Sophomore	17
Junior	23
Senior	23

Below is the results of the top answers for the quantitative questions in the survey. The survey contained three qualitative questions as well.   There was a total of 224 qualitative answers from students. Based on student's comments improvements for future workshops would include better marketing of the workshops.

Students enjoyed talking with other student so more use of student speakers and more speakers in general. Also students either requested or responded positively to interactive workshops.

Question	Top Answers	
Overall, how would you rate the workshop you received today?	Very Helpful- 106	Somewhat Helpful-12
Please rate the time allotted for this workshop?	Enough Time - 112	Too Long - 5
Please rate the day and time this workshop was given?	Very Good -47	Excellent-43
The information provided about the workshop beforehand was clear, informative and accurate	Strongly Agree - 79	Agree- 39
The materials used in this workshop were useful	Strongly Agree - 85	Agree- 34
The workshop facilitator was knowledgeable of the workshop topic	Strongly Agree - 94	Agree- 26
The workshop itinerary was well organized	Strongly Agree - 87	Agree- 31
The workshop contained useful information on the workshop topic	Strongly Agree - 96	Agree-35
The presenter allowed and addressed the group's questions	Strongly Agree - 96	Agree-23
I believe the workshop was directed to my needs as a student	Strongly Agree - 76	Agree- 31