

**External Review**

**California State University, Fullerton**

**Educational Opportunity Program**

**November 2024**

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## Table of Contents

Introduction.....	3
Methodology .....	4
Methods.....	4
Analyses .....	5
Findings.....	6
Qualitative Findings: Themes .....	6
Perceptions of EOP were that of an insular, toxic and chaotic unit, with caring staff and leadership that lacks knowledge of program processes .....	6
Program Needs include broader services and resources for students and more coordinated efforts that support student engagement .....	8
Program Leadership and Resources need to be aligned with EOP policies, and focused to support student success, including a more experienced leadership team .....	8
Staffing issues raised indicated that there is a need for change in program leadership, more staff with clearly delineated work assignments, and attention to morale and team .....	9
Quantitative Survey Findings.....	10
Discussion .....	39
Recommendations.....	39
Campus Wide/EOP Grant .....	41
EOP Admissions .....	41
Summer Bridge .....	42
Advisement/Retention --- EOP Advisors/Counselors.....	43
Suggested Execution Plan.....	44
Conclusion .....	45
Appendix A.....	46
Appendix B .....	49
Appendix C .....	51

## **Introduction**

In September 2024, the Interim VP of Student Affairs at CSUF requested that we conduct an independent evaluation of the CSUF Educational Opportunity Program. To this end, as independent evaluators with experience and expertise in educational access programs, evaluative research, and program reviews, we provided a scope of work that included a preliminary review of program documents, program review design and implementation plan, and deliverables. The Educational Opportunity Program (EOP) was created in the late 1960s to overcome economic and social barriers that prevented minorities and underrepresented students from attaining a college education. The student-led campaign resulted in the passing of Senate Bill 1072 in April 1969, which established EOP at California State University. Today, there is an EOP in all 23 CSU campuses.

The program serves as a primary vehicle for CSU to increase the access and academic success/retention of California's historically economically and educationally disadvantaged students, thus abiding by the legislative intent originally established for the program in 1969. EOP designs, administers, and supports programs that deliver access and retention services. An EOP student may be a special or regularly admissible student who has the potential to perform satisfactorily at California State University but may not have been able to realize this potential because of a disadvantaged economic or educational background.

The program provides admission, transitional, academic, and financial assistance to EOP-eligible undergraduate students. Support services include but are not limited to advising, learning skills development, tutoring, and academic advisement. EOP can provide an EOP grant to students who are eligible for financial aid and meet EOP financial criteria.

In 1985, the EOP Summer Bridge program was established at the CSUs, with all campuses implementing intensive academic summer programs designed to advance student readiness as they enter college. The purpose of the Summer Bridge Program is to 1) expose students to the demands of college; 2) provide the tools needed for students to successfully navigate these demands; 3) create a community of learners and critical thinkers; 4) develop support systems and student advocates and; 5) instill pride in their rich historical background and appreciate for the diversity.

All 23 CSU EOPs must adhere to the 1989 CSU EOP Regulations and Guidelines, which provide a comprehensive overview of the charge and function of the program. The document also has details of the admissions eligibility and criteria, admissions process, required baseline services, reports and records, EOP grants and screening criteria, and other EOP requirements.

### **Methodology**

To gain an understanding of the Educational Opportunity Program, this review used a descriptive mixed methods design that relied on both qualitative and quantitative data for a comprehensive program review. Additionally, reviewers had access to program documents to aid in understanding program history and to contextualize this study.

### **Methods**

Surveys and interviews to collect data useful for gaining insights into program management, service delivery, and program effectiveness served as the basis for data collection. A variety of folks were interviewed over two days in early October, including current students, alumni, EOP staff (professionals and students), campus partners, and student affairs leadership (see Appendix A). Reviewers sought to learn about the interviewee's program experiences, perceptions of program effectiveness, student usage of program services and resources, and the

summer bridge program. The independent consultants guided each stakeholder group through the interview process using interview protocols for each group (see Appendix B). Generally, folks were asked to share their perceptions, program strengths, needs, and recommendations for program improvement. Additionally, a survey was disseminated by the Interim Associate VP for Student Affairs via Qualtrics, which the consultants designed for all active students in EOP and alumni. The survey covered much of the interview protocols but with more specificity regarding program usage and program effectiveness by component and over time (See Appendix C).

### **Analyses**

Interview data were analyzed independently using the traditional line-by-line review of notes taken in each session by each consultant and then reviewed together to arrive at an agreement. There was full agreement on themes identified in the interview data. In the open sessions, there were six students, and in the peer mentor staff group, there were five students.

Survey data was analyzed using SPSS and presented for the purposes of this report in frequencies displayed in charts, along with qualitative answers summarized for open-ended responses. Current students and alumni responded to the survey.

It is our belief that we captured the essence of what is going on in the program and what can be done based on the findings presented below, as the interviews and survey responses were aligned with little differences reported in program perceptions, effectiveness, and needs.

What follows is a summary of the findings, discussion, and recommendations for program direction and improvement. It is our belief that these data provide tremendous insights that are useful for program planning and lead to program transformation and improvement.

## Findings

The findings of this review will be presented in two formats. The first will be the emergent themes from the interviews and summarized qualitative data from the survey, followed by the frequency of responses from the survey and the listing of qualitative responses.

### Qualitative Findings: Themes

There were four emergent themes identified as a result of data analysis from interviews, both group and individual. These themes focused on program perceptions, leadership needs, and resources. The following section of this report includes the themes and a description of each:

- Perceptions of EOP were that of an insular, toxic, and chaotic unit, with caring staff and leadership that lacks knowledge of program processes
- Program Needs include broader services and resources for students and more coordinated efforts that support student engagement
- Program Leadership and Resources need to be aligned with EOP policies and focused on supporting student success, including a more experienced leadership team
- Staffing issues raised indicated that there is a need for change in program leadership, more staff with clearly delineated work assignments, and attention to morale and team.

*Perceptions of EOP were that of an insular, toxic and chaotic unit, with caring staff and leadership that lacks knowledge of program processes*

Non-student participants surveyed found EOP to be insular in its operations and status within the division of student affairs and the university at large. Students perceived the program as standing independent of the rest of the university. The term insular best summarizes this aspect of program perceptions

It was clear from all the interactions we had that there is a disconnect between the staff and program leadership, especially between the professional Counselors and leadership. It was obvious that they were at odds with each other about program delivery, methods, roles, and responsibilities.

Program leadership is limited and unclear about the organization, mission, guidelines, and program implementation.

External agents within student affairs are unclear as to what EOP does and how they do it. The terms “chaos and toxic” were used by division leadership to describe the program. Faculty expected EOP leadership to reach out to students, but they did not; there was poor communication between faculty and program leadership, although one faculty member believed that is beginning to improve this semester. Students and faculty were left to figure out problems and challenges without guidance from program leaders.

EOP was described by faculty as once being a good program and a needed program, but “now students do not feel supported, and it shows in their academic work.” Students viewed the program as a gateway to college, a sense of community, with effective counselors and support for the first year; after that, less so. Several students shared that they had not seen their counselor or heard from them since their second semester of college. In addition to counselors being effective in the first year, students also appreciated the resources provided and judged them as “good.” They were referring to snacks, space, and their peer mentors.

Many perceive the program as only for Latinx students. It was surprising for some students to learn that it was not.

There was a clear delineation between summer bridge and non-bridge students that advantaged summer bridge students in terms of program resources and attention from staff.

***Program Needs include broader services and resources for students and more coordinated efforts that support student engagement***

There is a need for holistic advising.

Students desire access to printing.

Students crave a more welcoming environment in the EOP space and more community building activities.

Administratively, there is a need to strengthen partnerships/relationships with Admissions, Outreach, Trio Programs, and the student affairs division. A campaign on who is EOP and who they serve would be beneficial to combat the misperceptions.

There is a need for more professional development workshops and career exploration and welcome to EOP sessions for students and staff alike.

The program is underserving and not meeting the expected goals set internally and externally by the state.

***Program Leadership and Resources need to be aligned with EOP policies, and focused to support student success, including a more experienced leadership team***

Administrative issues with program implementation that are out of compliance with EOP principles and expectations regarding admissions and financial aid awards, advising, and monitoring of students beyond the first year.

There is an ample budget for EOP and it is not being used to its fullest potential.

An overarching First generation model does not fit with EOP goals.



The program is extremely limited in serving Black students, Native American and Asian Pacific Islanders.

There is an engagement issue with the program – students do not feel engaged.

Program leadership and staff need clarity about program goals and work expectations to reduce friction between staff members and fill in service gaps for students.

There is a strong need for organization of program staff and resources and a timeline for planning and implementing program tasks.

There is a lack of evaluation of program initiatives and outcomes.

There is a lack of trust with program leadership and university leadership-some students felt “betrayed”.

There is a lack of opportunity for student input on program changes and offerings built into program structure and feedback loops.

Summer bridge should be residential and offered to more students.

***Staffing issues raised indicated that there is a need for change in program leadership, more staff with clearly delineated work assignments, and attention to morale and team***

In order to better serve on the admission end of the program, many thought there is a need for an Admissions coordinator position

Staff believe that counselors need to serve all students throughout their college education, and to do this there is a need for more counselors.

There is a morale issue with current staff and program leadership as well as with central leadership that stems from a lack of trust and communications.

There is a lack of confidence in current program leadership.

Workload needs to match staff skill levels and distributed fairly across staff personnel.

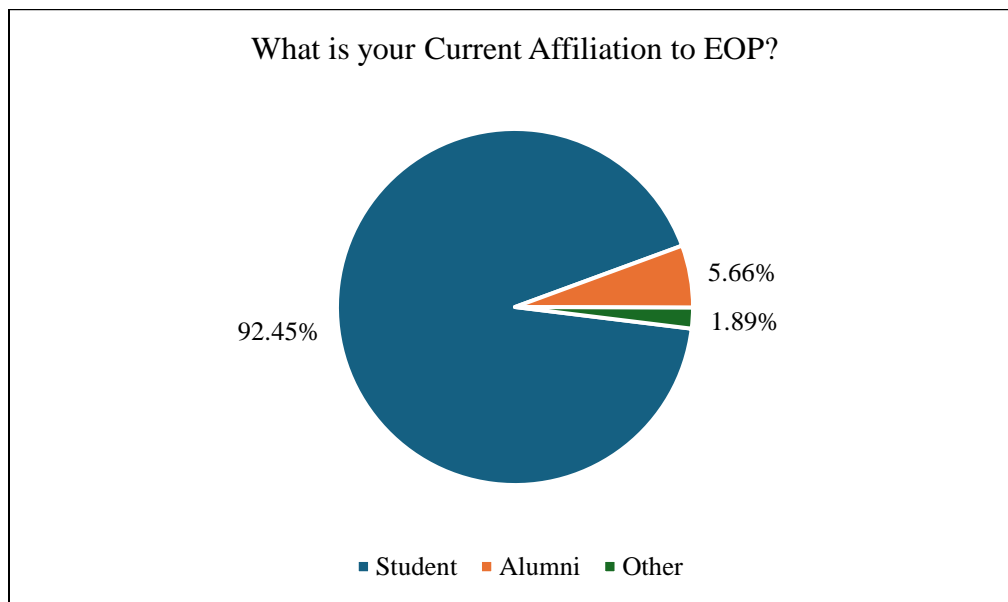
## Quantitative Survey Findings

Fifty-three people responded to the survey that was available to students and alumni. Respondents included 49 (92%) EOP students and 3 alumni (6%). Most were involved with EOP from 2021 to 2024. Most (75%) were female and 73% were Latinx. Sixty-nine percent were first year students when they entered EOP, and 24% participated in the summer bridge program. The frequency of responses is provided reflecting survey results.

### What is your Current Affiliation to EOP?

	<i>N</i>	%
Student	49	92.45%
Alumni	3	5.66%
Other	1	1.89%
Total	53	100%

Note. The participant who chose *other* did not self-describe.

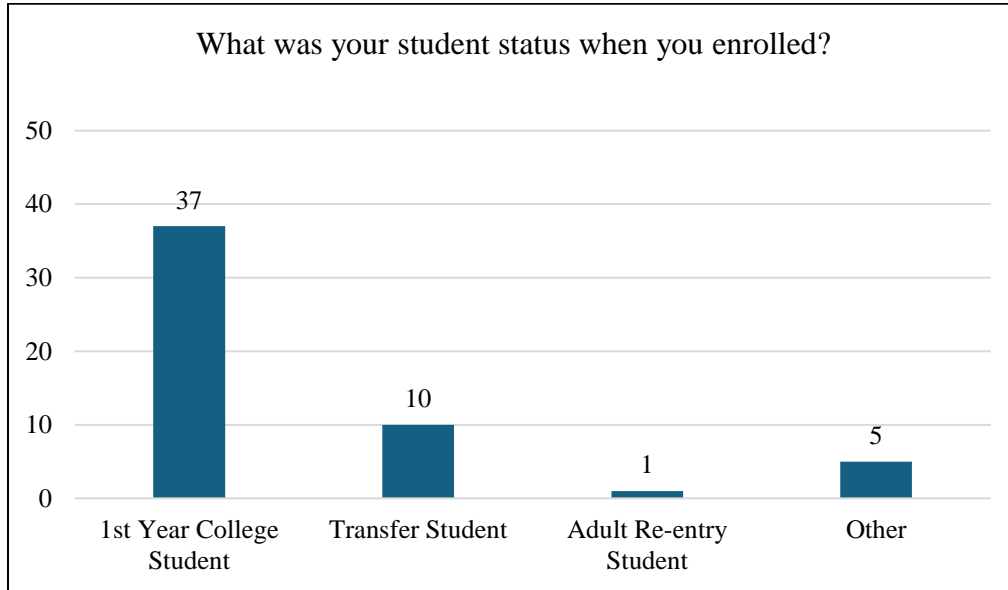


### What was your student status when you enrolled?

	<i>N</i>	%
1st Year College Student	37	69.81%
Transfer Student	10	18.87%
Adult Re-entry Student	1	1.89%
Other	5	0.09%

Total	53	100%
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*Note.* Two students who chose *other* wrote in responses as follows: "Second year college student," and "Originally I was admitted for EOP Fall of 2017, but then went back to community college and have now recently been admitted."



**The Reported Years of Starting and Completing Degree Program**

What year did you begin your studies	What year did you graduate	<i>N</i>
2007	2013	1
2018	2024	1
2019	2024	1

*Note.* Three participants reported the years they started and completed their degree programs.

**What is/was your Major/Field of Study?**

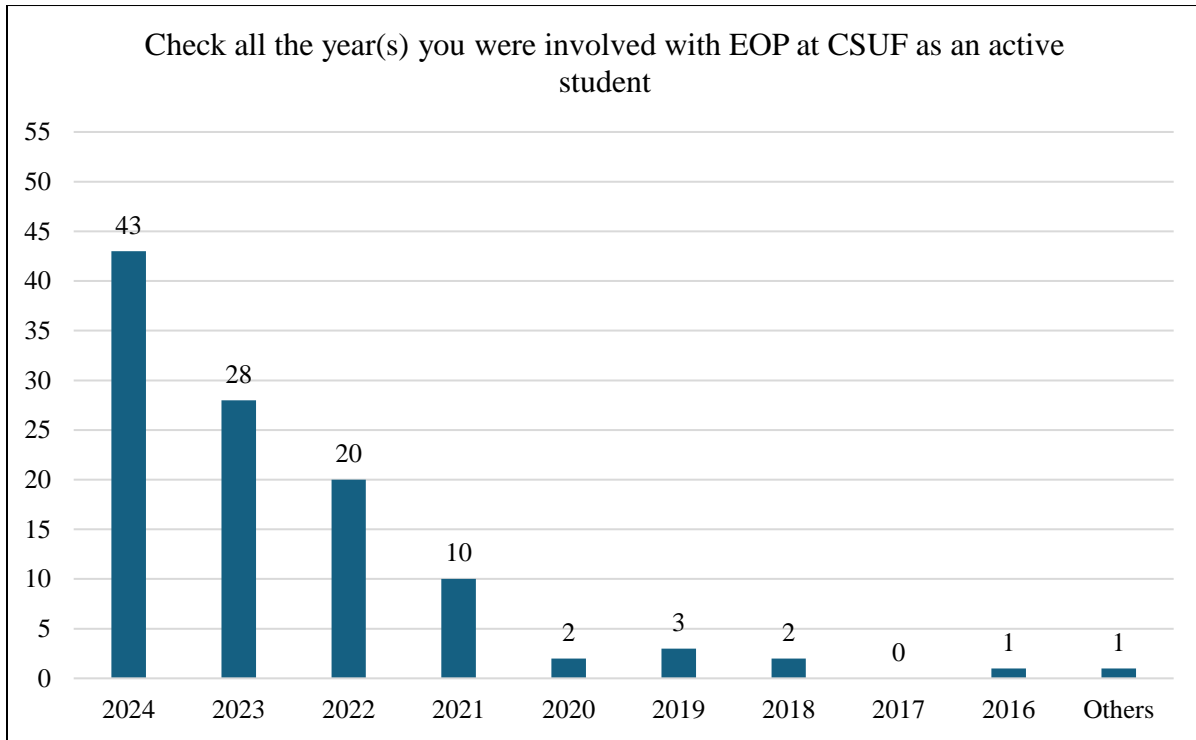
Major/Field of Study	<i>N</i>	%
Accounting	1	2.38%
Biological Science	2	4.76%
BS Biochemistry	1	2.38%
Business	2	4.76%
Business Administration	7	16.67%
Business Administration Finance	1	2.38%
Business Administration (2018) English (2024)	1	2.38%
Business Finance	1	2.38%
Business Analytics	1	2.38%
Child and Adolescence Studies	4	9.52%
Criminal Justice	2	4.76%
CTVA	2	4.76%
Electrical Engineer	1	2.38%
Finance	1	2.38%
History	1	2.38%
Kinesiology	1	2.38%
Mechanical Engineering	2	4.76%
Pre-Business	1	2.38%
Psychology	3	7.14%
Public Health	1	2.38%
Sociology	3	7.14%
Undeclared	2	4.76%
Women and Gender Studies	1	2.38%

*Note.* Participants wrote in their major/field of study.

**Check all the year(s) you were involved with EOP at CSUF as an active student**

Year	<i>N</i>	%
2024	43	81.13%
2023	28	52.83%
2022	20	37.74%
2021	10	18.87%
2020	2	3.77%
2019	3	5.66%
2018	2	3.77%
2017	0	0%
2016	1	1.89%
Others	1	1.89%
<b>Total Participants Responding</b>	<b>53</b>	<b>100%</b>

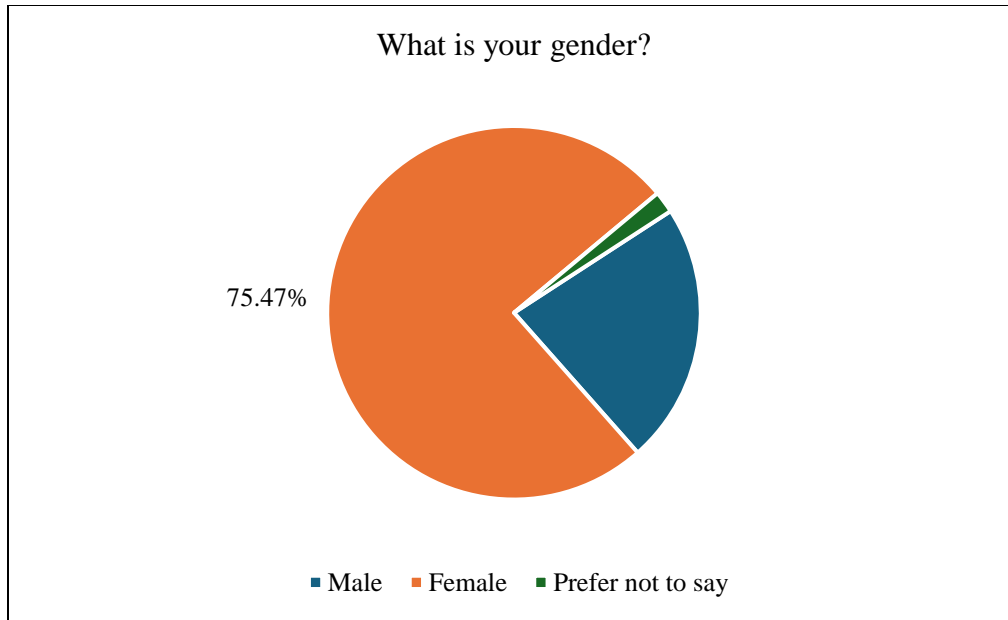
*Note.* The participant who reported *other* did not self-describe.



**What is your gender?**

	<i>N</i>	<i>%</i>
Male	12	22.64%
Female	40	75.47%
Prefer not to say	1	1.89%
<b>Total</b>	<b>53</b>	<b>100%</b>

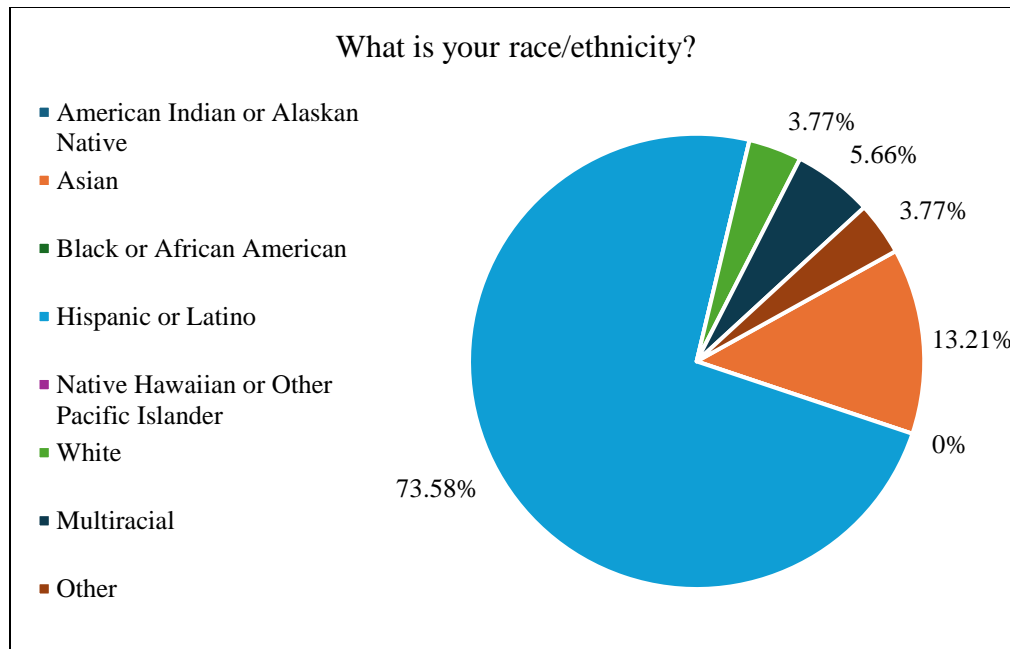
*Note.* Three-fourths of the participants reported their gender as *female*.



**What is your race/ethnicity?**

	<i>N</i>	%
American Indian or Alaskan Native	0	0%
Asian	7	13.21%
Black or African American	0	0%
Hispanic or Latino	39	73.58%
Native Hawaiian or Other Pacific Islander	0	0.00%
White	2	3.77%
Multiracial	3	5.66%
Other	2	3.77%
<b>Total</b>	<b>53</b>	<b>100%</b>

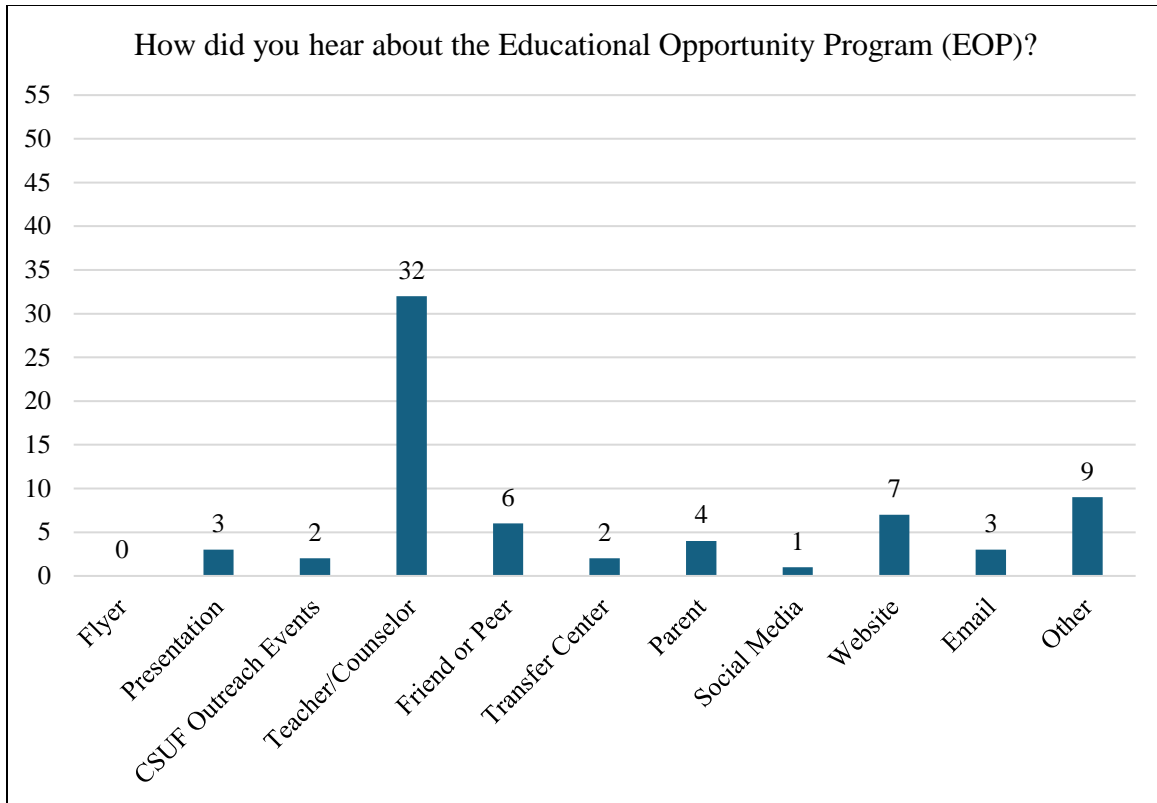
*Note.* Almost three-fourths of the participants reported their race/ethnicity as *Hispanic or Latino*. The participants who chose *other* did not self-describe.



**How did you hear about the Educational Opportunity Program (EOP)?**

Method	<i>N</i>	%
Flyer	0	0%
Presentation	3	5.66%
CSUF Outreach Events	2	3.77%
Teacher/Counselor	32	60.38%
Friend or Peer	6	11.32%
Transfer Center	2	3.77%
Parent	4	7.55%
Social Media	1	1.89%
Website	7	13.21%
Email	3	5.66%
Other	9	16.98%
<b>Total</b>	<b>53</b>	<b>100%</b>

*Note.* More than half of the participants found out about EOP through a teacher/counselor. Participants were able to choose multiple methods.



**How did you hear about the Educational Opportunity Program (EOP)?**

Responses
Through EOPS in my community college
My sister
I was already in an EOP program at OCC.
Due diligence of EOP when applying to college senior year of High school
College applications
Note. Participants self-described other when choosing that option.

**My EOP counselor helped me set and achieve my academic goals**

	<i>N</i>	<i>%</i>
Strongly disagree	5	9.80%
Somewhat disagree	3	5.88%
Neither agree nor disagree	2	3.92%
Somewhat agree	13	25.49%
Strongly agree	28	54.90%
<b>Total</b>	<b>51</b>	<b>100%</b>

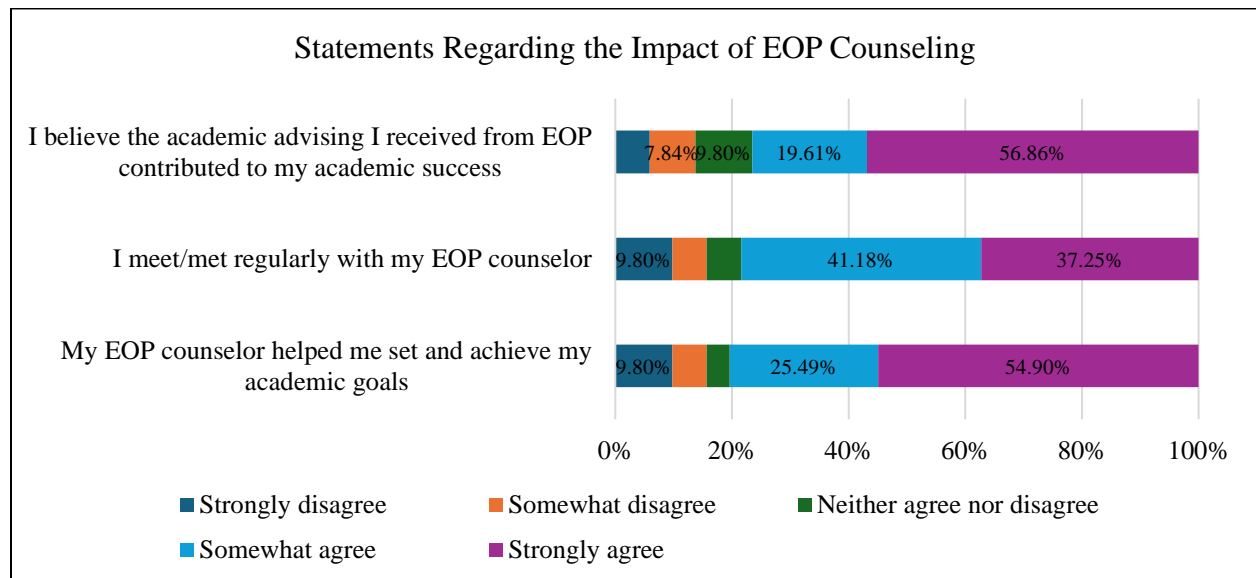


**I meet/met regularly with my EOP counselor**

	<i>N</i>	<i>%</i>
Strongly disagree	5	9.80%
Somewhat disagree	3	5.88%
Neither agree nor disagree	3	5.88%
Somewhat agree	21	41.18%
Strongly agree	19	37.25%
<b>Total</b>	<b>51</b>	<b>100%</b>

**I believe the academic advising I received from EOP contributed to my academic success**

	<i>N</i>	<i>%</i>
Strongly disagree	3	5.88%
Somewhat disagree	4	7.84%
Neither agree nor disagree	5	9.80%
Somewhat agree	10	19.61%
Strongly agree	29	56.86%
<b>Total</b>	<b>51</b>	<b>100%</b>



## How could EOP enhance its counseling services to better meet students' needs?

Responses	<i>N</i>
The program already offers good academic advising.	1
The counselors should reach out to the students bc some of us forget and /or have other things going on and for 1st time students its confusing to set up appointments.	1
The counselor is always over 20 minutes late, she never allows me to speak she always continues to speak about important dates but never about my academic work overall, or she goes on to speak about how she grew up from the same area as me, which has nothing to do with anything and i honestly do not care to hear what's where here in my city. Speaking about her upcoming but when I'm mentioning something I'm having a concern with she cuts me off and redirect herself to another topic. Within a whole hour service I get to speak about 5 sentences	1
The academic advising part of EOP is great. The only thing I can think that can be improved in this specific part of the EOP program is making the user interface easier to use.	1
Perhaps providing more counselors for a better case load split. It gives counselors more time and availability to meet with their students	1
"None. I have't had any problems with academic advising" or "None"	2
N/A	3
More counseling opportunities for upperclassmen	1
More available advisors	1
Maybe try to contact the major of the student to make an appointment for classes each semester that they need to take	1
If counselors were more helpful with the job/internship search & starting to ask student what they would like to major in (major exploration)	1
I was only involved in EOP my first year because that was the year that I had regular meetings with my counselor - this was also the only semester in my entire undergraduate career that I had a 4.0. My counselor thought that because I was in 3 Honors courses., was taking 15 units that semester, Fall 2018 and had a 4.0 that I did not need a lot of advising, but I honestly still needed more support.	1
Specifically, the regular check ins with the counselor were helpful and kept me engaged, or informed me of other resources that I could benefit from. As a first-generation college student, that formal advising support was helpful. Afterwards, I only met with advisors a handful of times and looked for resources on my own throughout campus, which I honestly had a difficult time with.	1
I personally did not feel comfortable with my academic counselor which is why I stopped going after my first year. I think allowing students to go to other counselors and making that choice known would help a lot of students. With minority students, sometimes it's harder for us to feel comfortable or be able to trust someone. For me, I felt judged and not heard by counselor. I would have been open to being more involved in EOP however because my only experience with EOP was with my academic counselor I wasn't as involved.	1
Having more appointments available or walk-ins	1

Have more counselors, we are down two counselors that have not been replaced. I currently do not have a counselor, my counselor left and was never replaced with a different counselor so I have not been able to make an appointment with my counselor since he left in November 2023.	1
Everything is good	1
Everything is fine as far as I feel with the program currently.	1
EOP Instagram and EOP canvas just being updated regularly for communication	1
Encourage others to come to their office.	1
Be longer (time-wise) and more individualized or know more about diverse paths in majors	1

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*Note.* There were 22 responses in total.

**The EOP tutoring services provided were helpful in improving my academic performance**

	<i>N</i>	<i>%</i>
Strongly disagree	5	10.42%
Somewhat disagree	1	2.08%
Neither agree nor disagree	19	39.58%
Somewhat agree	12	25.00%
Strongly agree	11	22.92%
Total	48	100%

**I found the EOP workshops beneficial for developing my academic skills**

	<i>N</i>	<i>%</i>
Strongly disagree	4	8.16%
Somewhat disagree	3	6.12%
Neither agree nor disagree	14	28.57%
Somewhat agree	14	28.57%
Strongly agree	14	28.57%
Total	49	100%

**The topics covered in EOP workshops were relevant and applicable to my needs**

	<i>N</i>	<i>%</i>
Strongly disagree	5	10.20%
Somewhat disagree	2	4.08%
Neither agree nor disagree	12	24.49%
Somewhat agree	12	24.49%
Strongly agree	18	36.73%
Total	49	100%

**The EOP services and programs incorporated my ethnic/cultural needs**

	<i>N</i>	<i>%</i>
Strongly disagree	5	10.20%
Somewhat disagree	1	2.04%
Neither agree nor disagree	6	12.24%
Somewhat agree	21	42.86%
Strongly agree	16	32.65%
Total	49	100%

**EOP staff is sensitive to my ethnic/cultural needs**

	<i>N</i>	<i>%</i>
Strongly disagree	5	10.42%
Somewhat disagree	1	2.08%
Neither agree nor disagree	8	16.67%
Somewhat agree	11	22.92%
Strongly agree	23	47.92%
Total	48	100%

**The counseling services provided by EOP addressed my personal needs**

	<i>N</i>	<i>%</i>
Strongly disagree	3	6.38%
Somewhat disagree	0	0%
Neither agree nor disagree	5	10.64%
Somewhat agree	12	25.53%
Strongly agree	27	57.45%
Total	47	100%

**The counseling services provided by EOP addressed my academic needs**

	<i>N</i>	<i>%</i>
Strongly disagree	2	4.26%
Somewhat disagree	1	2.13%
Neither agree nor disagree	3	6.38%
Somewhat agree	12	25.53%
Strongly agree	29	61.70%
Total	47	100%

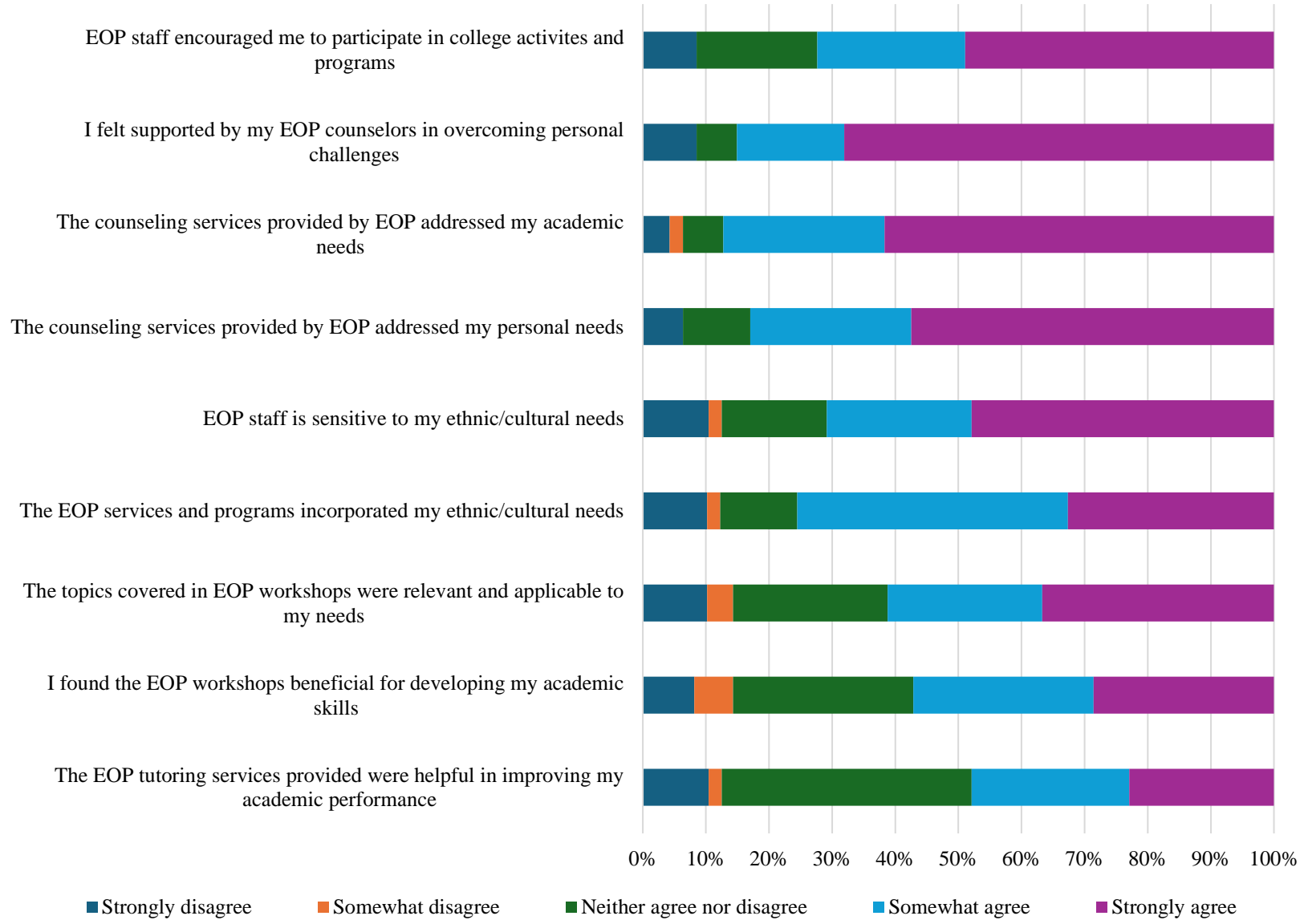
**I felt supported by my EOP counselors in overcoming personal challenges**

	<i>N</i>	<i>%</i>
Strongly disagree	4	8.51%
Somewhat disagree	0	0%
Neither agree nor disagree	3	6.38%
Somewhat agree	8	17.02%
Strongly agree	32	68.09%
Total	47	100%

**EOP staff encouraged me to participate in college activities and programs**

	<i>N</i>	<i>%</i>
Strongly disagree	4	8.51%
Somewhat disagree	0	0%
Neither agree nor disagree	9	19.15%
Somewhat agree	11	23.40%
Strongly agree	23	48.94%
Total	47	100%

### Ratings of Statements Regarding EOP Resources Offered



**How could EOP enhance its counseling services to better meet students' needs?**

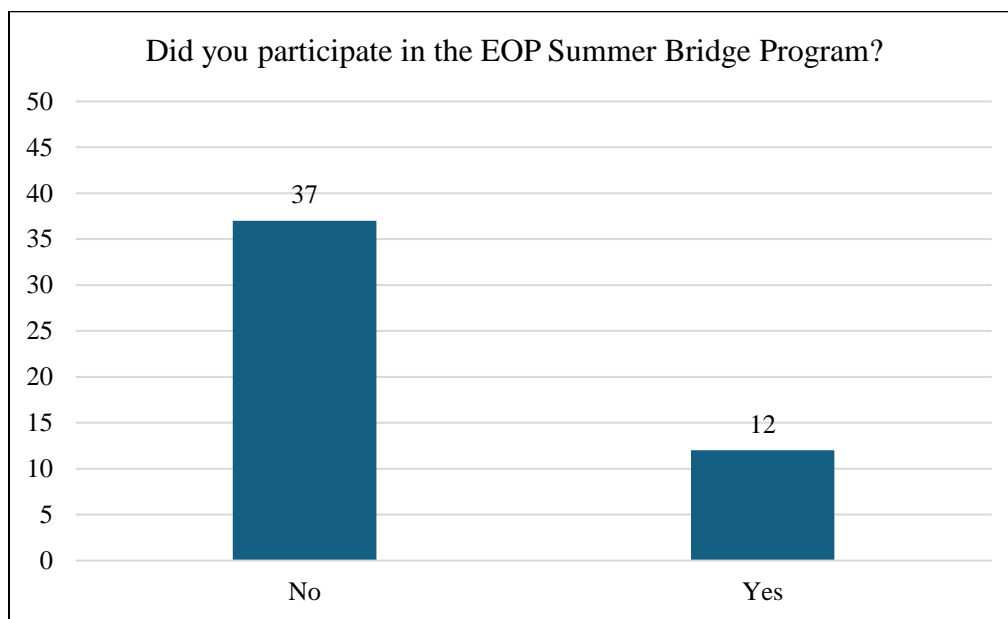
Responses	N
Try to meet with a student more on a personal and academic level not just speaking the whole hour and not allowing the student to address their concerns and questions	1
They should encourage students to meet their counselors at least once a month instead once a semester	1
Sending emails frequently to students so they feel more comfortable Wikileaks speaking with counselors	1
Recommend more college activities, felt that there was not too much encouragement but they did help a lot addressing my academic needs	1
Personally, I haven't faced any problems with the EOP counseling services. As such, I have no comments nor concerns.	1
On time appointments	1
Nothing to change at the moment from what I feel about the program.	1
"not sure" or "I'm not sure"	2
"None" or "N/A"	2
My needs are satisfied, so I do not have any critique	1
Maybe help them plan their classes with them	1
Internships/major/ career exploration	1
i like how things are at the moment i get the help needed	1
I had a great counselor, who had similar experiences to me as a first-gen student and Latina. One of the most valuable things to me in a counselor has always been that they are culturally competent/literate and reflect my experience as well because I find that they have a lot more relevant tips when it comes to navigating difficult experiences and personal barriers as well as someone who is well rounded with professional development opportunities across campus or different fields.	1
I did not know EOP had counselors other than academic counselors. Again, I wished I knew about these services EOP provided because they would have been very helpful throughout my years at CSUF. EOP could enhance its counseling services to better meet students needs by promoting these services more, having more counselors that students can choose from because even in the real life for therapy it takes multiple trials to meet a therapist that works for each individual. Have more counselors available so it is easier to meet with them. And replace counselors that left so those students do not have to struggle to make an appointment and so we can feel part of the program because without a counselor which is the primary service this program offers it does not feel like I am in the program.	1
Getting more counselors so that the ones already there aren't over worked	1
Counseling services are great. My counselor was amazing at giving me information and helping me navigate my graduation progress.	1

*Note.* There were 20 responses in total.



**Did you participate in the EOP Summer Bridge Program?**

	<i>N</i>	<i>%</i>
No	37	75.51%
Yes	12	24.49%
<b>Total</b>	<b>49</b>	<b>100%</b>



**What year did you participate in the EOP Summer Bridge Program?**

Year	<i>N</i>	<i>%</i>
2024	4	36.36%
2023	1	9.09%
2022	2	18.18%
2021	2	18.18%
2019	1	9.09%
2017-2018 Academic School year	1	9.09%
<b>Total</b>	<b>11</b>	<b>100%</b>

**The Summer Bridge program ...**

Prepared me for college rigor	<i>N</i>	<i>%</i>
Strongly disagree	0	0%
Somewhat disagree	0	0%
Neither agree nor disagree	1	9.09%
Somewhat agree	2	18.18%
Strongly agree	8	72.73%

Helped me see my potential to be successful in college	<i>N</i>	<i>%</i>
Strongly disagree	0	0%
Somewhat disagree	0	0%
Neither agree nor disagree	1	9.09%
Somewhat agree	2	18.18%
Strongly agree	8	72.73%

Helped me improve my study skills	<i>N</i>	<i>%</i>
Strongly disagree	0	0%
Somewhat disagree	0	0%
Neither agree nor disagree	3	27.27%
Somewhat agree	2	18.18%
Strongly agree	6	54.55%

Gave me a sense of community	<i>N</i>	<i>%</i>
Strongly disagree	0	0%
Somewhat disagree	1	9.09%
Neither agree nor disagree	1	9.09%
Somewhat agree	3	27.27%
Strongly agree	6	54.55%

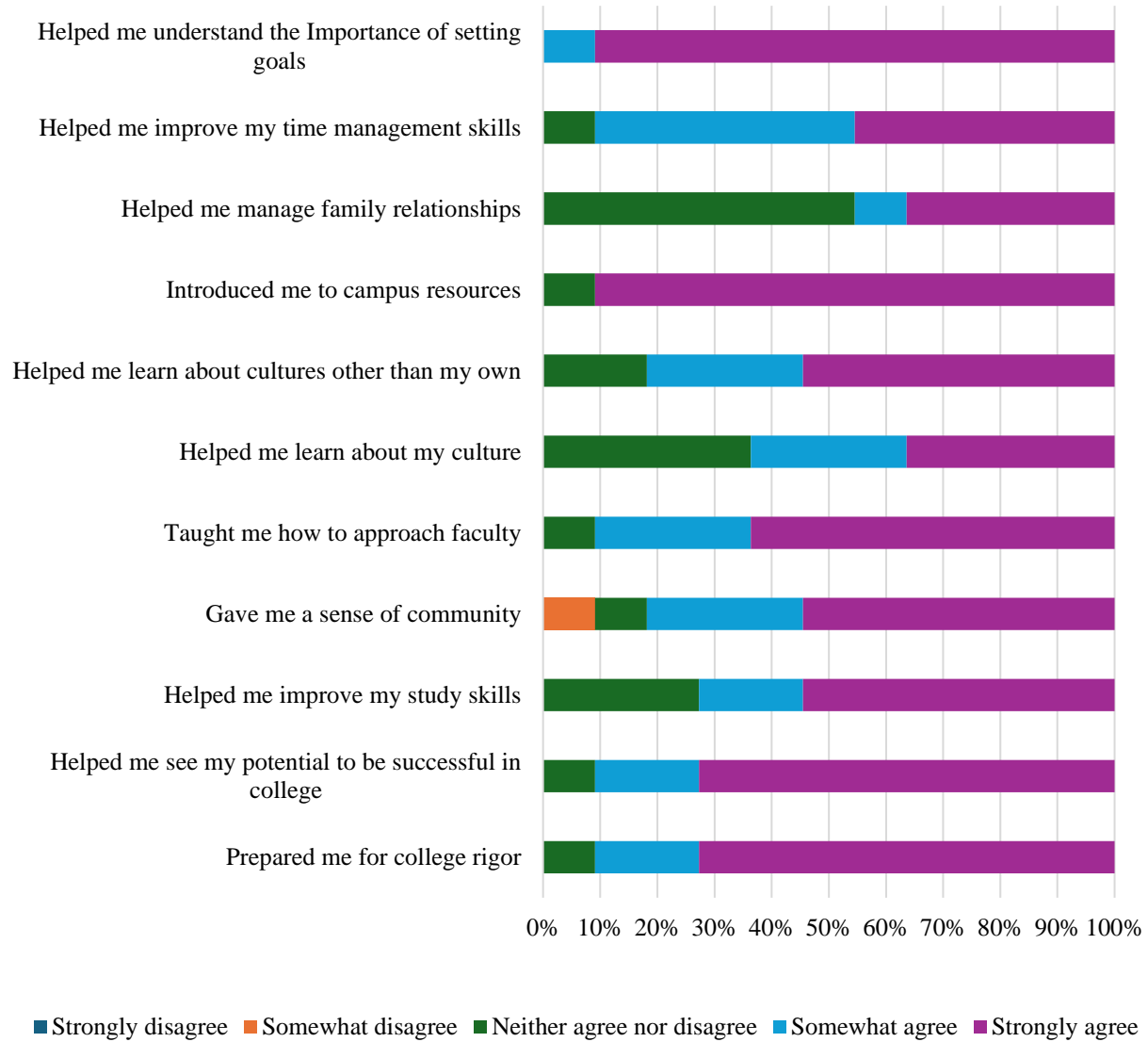
Taught me how to approach faculty	<i>N</i>	<i>%</i>
Strongly disagree	0	0%
Somewhat disagree	0	0%
Neither agree nor disagree	1	9.09%
Somewhat agree	3	27.27%
Strongly agree	7	63.64%

Helped me learn about my culture	<i>N</i>	<i>%</i>
Strongly disagree	0	0%
Somewhat disagree	0	0%

Neither agree nor disagree	4	36.36%
Somewhat agree	3	27.27%
Strongly agree	4	36.36%
<hr/>		
Helped me learn about cultures other than my own	<i>N</i>	<i>%</i>
<hr/>		
Strongly disagree	0	0%
Somewhat disagree	0	0%
Neither agree nor disagree	2	18.18%
Somewhat agree	3	27.27%
Strongly agree	6	54.55%
<hr/>		
Introduced me to campus resources	<i>N</i>	<i>%</i>
<hr/>		
Strongly disagree	0	0%
Somewhat disagree	0	0%
Neither agree nor disagree	1	9.09%
Somewhat agree	0	0%
Strongly agree	10	90.91%
<hr/>		
Helped me manage family relationships	<i>N</i>	<i>%</i>
<hr/>		
Strongly disagree	0	0%
Somewhat disagree	0	0%
Neither agree nor disagree	6	54.55%
Somewhat agree	1	9.09%
Strongly agree	4	36.36%
<hr/>		
Helped me improve my time management skills	<i>N</i>	<i>%</i>
<hr/>		
Strongly disagree	0	0%
Somewhat disagree	0	0%
Neither agree nor disagree	1	9.09%
Somewhat agree	5	45.45%
Strongly agree	5	45.45%
<hr/>		
Helped me understand the Importance of setting goals	<i>N</i>	<i>%</i>
<hr/>		
Strongly disagree	0	0%
Somewhat disagree	0	0%
Neither agree nor disagree	0	0%
Somewhat agree	1	9.09%
Strongly agree	10	90.91%
<hr/>		

### The Summer Bridge program ...



### I did not experience difficulty in the financial aid process

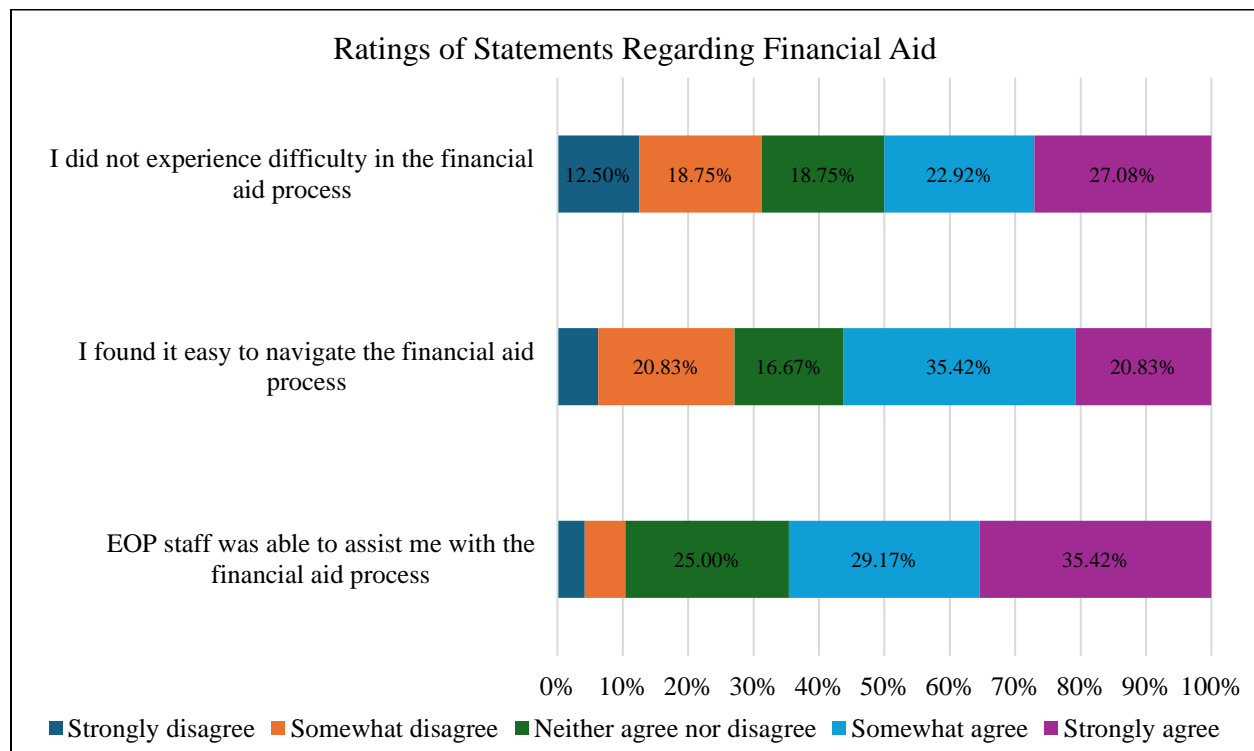
	<i>N</i>	%
Strongly disagree	6	12.50%
Somewhat disagree	9	18.75%
Neither agree nor disagree	9	18.75%
Somewhat agree	11	22.92%
Strongly agree	13	27.08%
<b>Total</b>	<b>48</b>	<b>100%</b>

**I found it easy to navigate the financial aid process**

	<i>N</i>	%
Strongly disagree	3	6.25%
Somewhat disagree	10	20.83%
Neither agree nor disagree	8	16.67%
Somewhat agree	17	35.42%
Strongly agree	10	20.83%
<b>Total</b>	<b>48</b>	<b>100%</b>

**EOP staff was able to assist me with the financial aid process**

	<i>N</i>	%
Strongly disagree	2	4.17%
Somewhat disagree	3	6.25%
Neither agree nor disagree	12	25.00%
Somewhat agree	14	29.17%
Strongly agree	17	35.42%
<b>Total</b>	<b>48</b>	<b>100%</b>



**What changes would you suggest to improve the financial aid process for EOP students, if any?**

Responses

Providing more grants to students in need. I received scholarships from other departments, but if I received more grant money, I would have been able to focus on my studies more.

None at the moment.

None

Need to know more about financial aid scenarios or grant process, felt a bit lost when we talked about the CalGrant & SUG & Summer Senior Grant

N/A. My advisor always asked me about how was financial aid proceeds and was pending about it!

N/A

More grants to help our students with needs at home to not take on a job/ soley focus on studies

I think that I, personally, haven't faced any problems having to do with financial aid. I usually am able to navigate filing out the FAFSA myself. I think one think that I would like to know is whether there is if any additional financial aid is still available. For example, I remember recently that there was a scholoraship essay type of financial available within EOP. As such, was able to complete a submission. However, I never received any updates after that. It's safe to assume that I didn't win. However, I really wish it was something I was informed of as I was in a unique situation and had to keep checking back on if any notices had arrived that I didn't win. .

I had issues with my FASFA but I undestand EOP was not involved and I didn't receive any EOP grant this semester

I do not remember being aided by with my financial aid

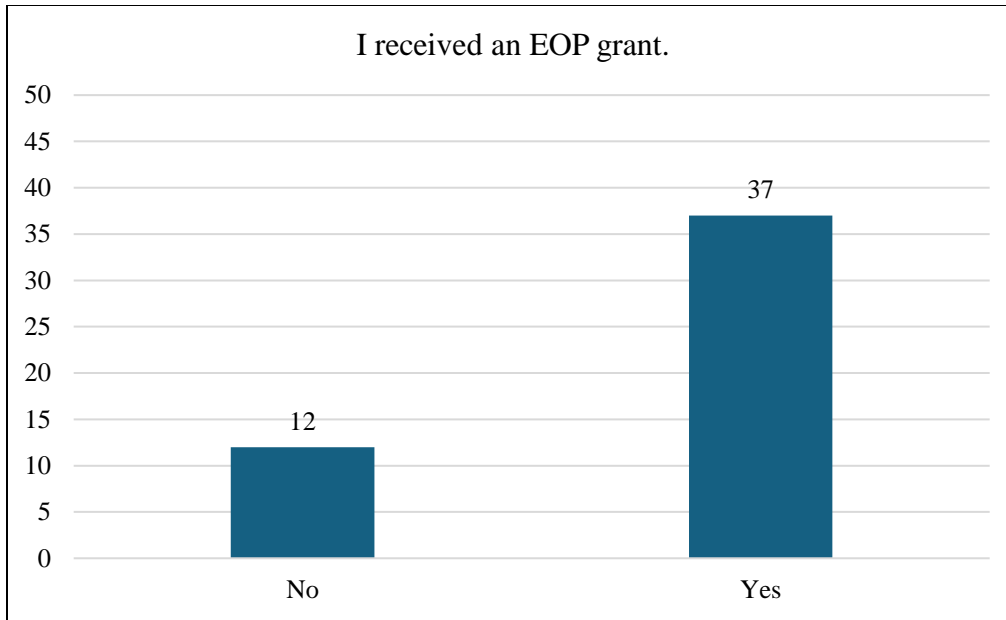
have workshops before it is due

a workshop to help

*Note.* There were 12 responses in total to this item.

**I received an EOP grant.**

	<i>N</i>	<i>%</i>
No	12	24.49%
Yes	37	75.51%
<b>Total</b>	<b>49</b>	<b>100%</b>



**The EOP grant I received was important for my financial stability during college**

	<i>N</i>	<i>%</i>
Strongly disagree	1	2.78%
Somewhat disagree	0	0%
Neither agree nor disagree	0	0%
Somewhat agree	2	5.56%
Strongly agree	33	91.67%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Receiving financial aid through EOP reduced my financial stress**

	<i>N</i>	<i>%</i>
Strongly disagree	1	2.78%
Somewhat disagree	0	0%
Neither agree nor disagree	0	0%
Somewhat agree	4	11.11%
Strongly agree	31	86.11%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Receiving financial aid through EOP made a difference in my ability to continue in college**

	<i>N</i>	<i>%</i>
Strongly disagree	1	2.78%
Somewhat disagree	0	0%
Neither agree nor disagree	0	0%
Somewhat agree	4	11.11%
Strongly agree	31	86.11%
<b>Total</b>	<b>36</b>	<b>100%</b>

**My overall experience in the EOP contributed positively to my college education**

	<i>N</i>	<i>%</i>
Strongly disagree	3	6.25%
Somewhat disagree	0	0%
Neither agree nor disagree	3	6.25%
Somewhat agree	12	25.00%
Strongly agree	30	62.50%
<b>Total</b>	<b>48</b>	<b>100%</b>

**I believe that EOP has had a lasting impact on my personal success**

	<i>N</i>	<i>%</i>
Strongly disagree	3	6.25%
Somewhat disagree	1	2.08%
Neither agree nor disagree	8	16.67%
Somewhat agree	7	14.58%
Strongly agree	29	60.42%
<b>Total</b>	<b>48</b>	<b>100%</b>

**I believe that EOP has had a lasting impact on my academic success**

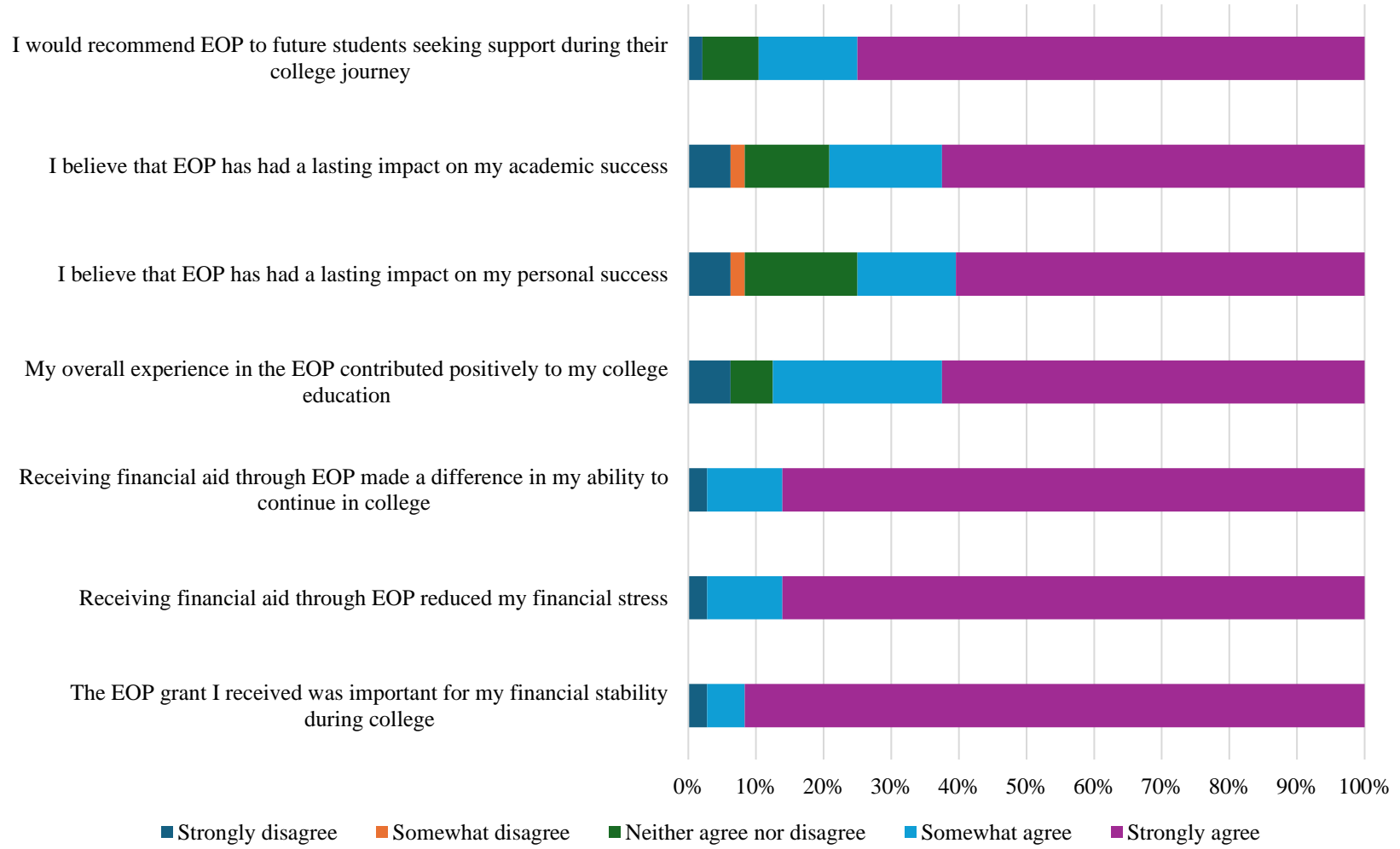
	<i>N</i>	<i>%</i>
Strongly disagree	3	6.25%
Somewhat disagree	1	2.08%
Neither agree nor disagree	6	12.50%
Somewhat agree	8	16.67%
Strongly agree	30	62.50%
<b>Total</b>	<b>48</b>	<b>100%</b>



**I would recommend EOP to future students seeking support during their college journey**

	<i>N</i>	<i>%</i>
Strongly disagree	1	2.08%
Somewhat disagree	0	0%
Neither agree nor disagree	4	8.33%
Somewhat agree	7	14.58%
Strongly agree	36	75.00%
Total	48	100%

### Participant Ratings of Statements Regarding the Impact of EOP



**Can you share any lasting impact that EOP has had on your life beyond college?**

Response	<i>N</i>
EOP allowed me to meet new people and make new friends that I am now with	1
EOP has given me the skills to be successful post college, however I do wish that EOP would've helped me with obtaining an internship during college	1
N/A	3
N/A have not graduated yet, almost though	1
The EOP allowed me to know how to engage with people who could support me and help me navigate higher education. It was my first experience where I felt empowered to try new things and gain personal and professional development experiences on campus.	1

*Note.* Only seven participants responded to this item.

**What aspects of the EOP program do you think could be improved to better serve students?**

Response
Fire Fredy, get better upper management that doesn't look at the program as a quantitative realm, more of the same respect as compared to Veterans, business honors etc.
Have a director who actually knows the purpose of the program, cares for its students, and is more professional when communicating with students. Have someone who will stand up for the program and their students and does the work. The director should understand the students needs and populations. Create more of a community for students in EOP.
I think EOP is a great program for minority students and has the potential to impact students. However, a lot of improvement is needed. I think there needs to be more publicity and reaching out to students.
I think that I would really love to see the EOP program provide some assistance on available programs and scholarships to apply to. I think, as a student with a part-time job on campus, 12 units, and an internship, it's difficult to go out and look for these things by myself. i would to see if EOP is able to provide some assistance on that or any additional resources that might help me prepare for the rest of my academic journey.
Let the students voices be heard. When there is an issue it is important to take on the voices of everyone in the program regardless of status.
Longer counseling meetings and possibly more funding for EOP grant and EOP summer grant (this one was super amazing to get, thanks so much)
Make the events hybrid so that people who were not in camous can attend them and vice versa. This would help many people to be more involved in academic life even if we are at home taking the workshops.
Making more available gatherings for students.
More community partnerships for students to get exposure to their fields.
More counseling availability
NA
None

None at the moment. The program does a lot for student and can continue to develop from the opportunities provided.  
work shop earlier in the day

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*Note.* There were 14 participants who responded to this item.

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**Are there any additional resources or services you wish EOP provided?**

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Response

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Caretakers - students who are primary caretakers of a family member with a disability

Database with scholarships that is updated each year and catered to first gen or low income students.

free printing services, more organized workshops with different available times like maybe one workshop is earlier and the next workshop is a bit later so people can make it to at least some, pens/pencils, more professional development workshops, if possible more financial assistance I wish that there was a weekly newsletter of some sort. I know that the events and such were usually posted in the EOP room upstairs. However, now, I would still like to keep in touch with the program. However, I'm not able to go to the room everyday.

Internships workshops, bringing in alumni for connections, & better access to resources that Fredy withheld on.

More resources on financial aid, like scholarship foundations or partnerships to get grants for our tuition

no

Not at the moment. The resources provided are excellent.

Not really

Planners

Undocumented information

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*Note.* There were 11 participants who responded to this item.

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**Are there any additional resources or services you wish EOP provided?**

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Response

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As a summer bridger who was in the program and had to do the summer bridge program online and did not get a chance to be able to stay on campus, I really believe that the program should remain residential program where students stay on campus and not a commuter program. I believe it is important to keep it a residential program because most of the students we are serving will never get to experience dorm life and by having a residential program it helps create more of a community with one another. I also believe by making it a commuter program it is closing the gap of students who are able to be in the program because some students live further and most students do not drive at this age making them have to rely on their guardians to drive them daily which is not always possible given the background they come from which is historically low income meaning their parents are working and are not able to drop them off every day it creates more of a problem for students when we should be trying to help students. I do not think we should compare last years commuter program with the past two years summer bridge program numbers because these occurred when there was a change/loss of leadership and the program is/was unstable. Administration should be trying to expand the program to help serve more students. We need to have more staff to serve the amount of students this program serves. A permanent new director is needed that is professional and knows their role and the population they are serving.

Contact me for a more serious discussion than a survey, [REDACTED]

Focus more on funding for grants/scholarships for EOP students & more staff to counsel (sometimes had to wait weeks before I got a chance to meet with my EOP advisor)

Funding, staffing

I think that my experiences last year were interesting. I felt that a lot of the efforts from administration were lacking. Not to say that there was anything wrong on the counselors' part. However, I did feel like many things were slow to get out. Whether or not it was because the student leaders felt no support, or many things were avoided enough to make one believe something and was instead pushed into a position where some parts of the program were thrown into cold water. I think that i was able to notice that there was definitely something going on with the administration and the student leaders were struggling to navigate it themselves while facing this resistance from upper management.

Listen to student concerns and staff concerns

NA

none

None at the moment. The EOP program has always been on top of keeping students academically informed.

Talking more about undocumented opportunities for immigrants so they don't feel afraid of being themselves

They should consider being intentional about their outreach to the CSU population. After my first year, I no longer participated in or knew about the program and its events, and now as an alum who is connected with current students who will be graduating, but would have been eligible for the program initially, I feel that a lot of the time, there is a lack of awareness of the program and its benefits which is a great disservice to the students who really could benefit from additional support. I think they might even consider doing outreach like going to high schools if they don't already to let students know what services their provide, because this might encourage students to enroll who are on the fence about attending school due to personal

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or financial barriers. I have younger siblings at home who are not considering even attending higher education because they do not feel that they would have the support to go through college which is really disheartening as someone who now works in higher ed. Also, consider having counselors check in with students who are struggling or whose GPA trends are on a steady decrease. I would have benefitted from more advising afterwards, but I still made graduated after six years, and I hope others are able to do that through these types of student support programs.

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*Note.* There were 11 participants who responded to this item.

## **Discussion**

This work shows that the CSUF EOP is in dire need of an overhaul and new direction. It has such a critical role for the state of California and the University. Data showed program strengths and the services offered to be effective, including counseling and the summer bridge; however, there is room for transformation and improvement. For example, students raved about their counselor and peer mentors, yet they clearly identified that the advising and support were inadequate beyond the first year. Students appreciated the space allocated for program usage but were concerned about the environment not being friendly and welcoming. Many students understood the mission of EOP, yet some believed it to be a Latinx-based program. Even staff had a misunderstanding of the program in that they either did not know the mission or thought it was something other than what was mandated.

There are limitations in student engagement, partnership development, and collaboration with other student affairs units. Much of this stems from leadership changes, limited understanding of current program leadership, and lack of leadership, staff management, vision, and execution of the charge for EOP. To this end, the following recommendations are offered to redirect this program and stabilize the unit.

## **Recommendations**

The recommendations given are guided by the Legislative mandated Senate Bill 1072 “Harmer Bill,” The CSU EOP Regulations and Guidelines, The CSU EOP Mission Statement, Core Elements & Guiding Principles, and the CSU EOP Baseline Services. It is also recommended to use the documents mentioned in all Program planning. The focus of the recommendations is driven by the data and insights gained from this review.

A cultural and mindset shift must occur to ensure EOP aligns with the legislatively mandated services. This should include extensive training and re-training of the EOP Staff using the guidelines as a base.

A paradigm shift of changing and redefining the language of referring to EOP students from a “high-risk” population to a “high potential” would greatly help in terms of campus and student perceptions. A redefinition is not simply a wording change but can help influence the way faculty and support staff view students and the way that the students in the program view themselves. For example, in Summer Bridge, rather than seeing students at risk of failing in the university, all participants (faculty, administrators, Bridge support staff, and the students themselves) would define Summer Bridge as a challenge and an opportunity that enables highly motivated but under-prepared students to master basic academic skills to succeed in the University. The following recommendations are geared toward the overall program:

- EOP staff are working in silos. More team building, communication and collaboration needs to occur in order for students to recognize that all EOP members are following the same mission and values.
- There is a lack of trust in the leadership of EOP. This trust needs to be either regained or a change in leadership is needed.
- The EOP Director must be familiar with EOP history, Guidelines, student needs, etc.
- Recommended to remove the “First Generation Initiative Program” from EOP responsibility.
- In order for students to continue to be connected to EOP, more implementation of community-building activities is needed throughout the year for all EOP students and not just the Summer Bridge participants.



- In addition to community-building activities, more workshops should also be provided throughout the year, such as but not limited to financial aid workshops, academic skills building, resume building, probation/academic notice, etc.
- EOP student space needs to be more welcoming to all EOP students – not just Summer Bridge participants.

Listed below are the following recommendations are geared toward specific areas:

### **Campus Wide/EOP Grant**

- Campus-wide relationships/collaborations need to be built and/or enhanced. This includes but is not limited to Campus Outreach, Admissions, Financial Aid, Undergraduate Studies, Ethnic Studies, and Academic Departments as needed for Summer Bridge.
- Educational workshops may be helpful for the campus-wide community regarding EOP's history, the students it serves, and the services it provides.
- The EOP Director must have an ongoing planning meeting with the Financial Aid Director on the administration of the EOP Grant using the EOP Guidelines pages 11 & 12 as well as new guidelines by CO and EOP to all Financial Aid Directors  
(<https://calstate.policystat.com/policy/16243248/latest>)

### **EOP Admissions**

- Collaboration with University Outreach is vital for the EOP admissions process.
- EOP should also invest in providing some level of outreach to the underserved communities in the region or work closely with the University Outreach Office.
- Admissions process is not in line with EOP Admissions regulations. One example is not reviewing historically low-income, educationally disadvantaged criteria.

- The admissions process is also out of compliance. The EOP Director is solely reviewing applicants and selecting students to admit. The EOP admissions process (pages 4-6 of EOP guidelines) is intentional and holistic. It includes an evaluation process that is followed by the director making the final decisions.
- EOP Applications need to be evaluated by EOP Counselors as part of the process.
- Special Admits are not being coded correctly. Special admits do not meet CSU eligibility.
- The EOP Admissions evaluation process needs to begin in January, and 85% of final decisions should be made by April. The other 15% should be made by the end of May. This requires the University Admissions to provide EOP with appropriate queries necessary for the process to be completed in a timely manner.
- Maintenance and disposition of EOP students' files/records should be handled in accordance with the EOP Guidelines (pages 9&10)
- For the future, admissions interviews are also recommended.
- Training is recommended from other CSU EOP Admissions staff in order to help align the process.

### **Summer Bridge**

- Training needs to occur yearly before the program begins – participants should include staff, faculty, student employees (anyone who works with the Bridge students)
- Summer Bridge needs to serve more students. In order to serve more, it is recommended to increase the number of students in the existing Residential Bridge Program, and in the future, a Commuter Program can be provided as well. This will allow students who

cannot commit to the residential component to still benefit from a transitional experience on the campus. These two programs can run separately but simultaneously.

- Residential Bridge could be designed for the high potential (formally high risk).  
Commuter Bridge can be designed to meet the needs of EOP's regularly admissible students. These freshmen may have scored slightly higher with their skill level than their Bridge residential counterparts but may need additional support given they are still our EOP population, which is historically low-income and of educationally disadvantaged backgrounds.
- The ideal would be for both programs to provide some level of college credits but definitely have the components of building on academic skills, enhancing critical thinking skills, and providing a transition to university life and culture.
- It is recommended that Bridge classes be offered by other Ethnic Studies Departments in addition to Chicano Studies such as African American Studies.

#### **Advisement/Retention --- EOP Advisors/Counselors**

- Advisement needs to be a holistic approach and not solely course selection.
- Probation/Academic notice student advisement should be an extended time allotment.
- Ensure that ongoing holistic advisement continues after the student's first year. This requires specialized outreach efforts to the students. This is already happening for first-year students, so the need is to include continuing students as well.
- Counselors to participate in the EOP Admissions process to help evaluate applicants.  
This is not only in the EOP Guidelines but can also provide the counselors more insight into incoming students, their backgrounds, challenges, etc. This information can help determine student needs, which can be helpful when providing support services.

- Counselors should be immersed in the Summer Bridge Program, i.e., supporting the coordination of the program, attending community-building activities, and meeting with the students on an ongoing basis during the summer phase to help build stronger relationships.

### **Suggested Execution Plan**

The following is a suggested execution plan considering the themes, the survey findings, the interviews, and the recommendations above. These suggestions focus on the initial implementation of the overall plan. The following are suggestions for the program:

- Send out communication to all stakeholders invited to participate in any survey, interview, etc. Communication should include thanking those who participated and an estimated timeframe for sending the final report.
- Close examination of the current leadership in EOP.
- Meet with all EOP staff individually to review the report and communicate the importance of their support and buy-in for all needed changes.
- Have training/team building with all EOP staff. One training goal is to begin a needed culture/paradigm shift.
- Meet with EOP students to review the plans moving forward.
- Hold meetings with staff outside of EOP who have had (possibly negative) influence/input on the program's direction.
- Have training for the campus community on EOP to include the history, criteria, students served, and all mandated services. This training should begin with all staff in the Division of Student Affairs.

- The first area of focus should be the EOP admissions process. Recommended to have training conducted by other CSU EOPs beginning with CSU, Northridge.
- Fill the vacant positions in Counseling and Admissions.

### **Conclusion**

When the Student Affairs leadership prioritizes these recommendations to support a stronger, more driven program, the EOP will realize it's worth and serve more students and the community at large. The lack of direction and program leadership, as well as effective communications missing at this time, will continue to cripple EOP, as will the current configuration of staff and personnel. We believe this unit will and can be successful with the right leadership, guidance by central SA leadership, effective budget usage, and other resources allocated to support students who would otherwise not have access to a college education. We advise leaders to move with haste to transform this unit, implementing the recommendations outlined in this report.

## Appendix A

### EOP External Review Meeting Schedule

*Tuesday, October 8th*

- **Dr. Sonja Daniels** (Associate Vice President of Student Affairs: Identity and Belonging)  
– 10:00-10:15AM (LH 810)
- **Meeting with Student Affairs Executive Council: Dr. David Forgues** (VP of Student Affairs), **Dr. Sonja Daniels** (AVP of Identity and Belonging), **Dr. Vincent Vigil** (AVP of Engagement and Well-being) **Dr. Elizabeth Zavala- Acevez** (AVP of College Access and Career Pathways), **Rob Scialdone** (Assistant Vice President of Resource, Budget, and Planning), **Greg Paeles** (Senior Associate Athletics Director), **Dr. Dave Edwards** (Executive Director, ASI) and **Alisa Flowers** (Interim COO of Student Affairs) – 10:15-10:50AM (LH 810)
- **Eddy Alvarez** (Chair of Department of Chicana and Chicano Studies) Marie Nubia-Feliciano (Faculty) and Monica Hanna (Faculty) LH 810; Zoom: – 11:00-11:30AM  
<https://fullerton.zoom.us/j/82988258804?from=addon>
- EOP Student Open Forum 12:00-1:00PM – Laurel MPR in Housing; Zoom link:  
<https://fullerton.zoom.us/j/83259621601>
- **Jessica Barco** (Associate Vice President of College access and Student Financial Support Services), **Kelly Macleod** (Associate Director of Financial Aid), **Nick Valdivia** (Director of Financial Aid)– 1:30-2:00PM (LH 810)
- **Janette Hyder** (MSI Academic Counselor and Senior Career/Postgraduation Coordinator) – 2:00-2:30PM (LH 810)
- **Kevin Martin** (Director of Outreach, Recruitment, and Orientation), **Sharnette Underdue** (Director of Admissions), **JC Elamparo** (Assistant Director of Outreach,

Recruitment, and Orientation) – 2:30-3:00PM

(<https://fullerton.zoom.us/j/82226877060?from=addon> or in LH 810)

- **EOP Space walk with Dr. Daniels** – 3:00-3:30PM
- **Adriana Badillo** (Director of Center for Educational Partnerships), **Joshua Bilbrew** (Director of Gear Up), **Carlos Olmedo** (Interim Director, Education Talent Search) – 3:30-4:00PM (LH 810)
- **Suzette Morales** (ASI Vice President) – 4:00-4:30PM – (Zoom – am waiting for confirmation for in-person)

***Wednesday, October 9<sup>th</sup>***

- **Fredy Torres** (Director of EOP)– 9:00-9:45AM (LH 810)
- **Pam Hernandez** (EOP Counselor) – 10:00-10:30AM (LH 810)
- **Patricia Alvarado** (EOP Counselor) – 10:30-11:00AM (LH 810)
- EOP Peer Mentors – Jades Rodriguez, Britney Gonzalez, Jeremy Pena-Barrios, Emely Espino Bardales, Emmanuel Donjuan 11:00-11:30AM (LH 810)
- EOP Alumni – 12:00-12:30 (Zoom/ LH 810) Zoom link:  
<https://fullerton.zoom.us/j/87934152736>
- **Rodney Anderson** (Assistant Director of Male Success Initiative) – 1:00-1:30 (LH 810)
- **Kayla Farnsworth** (Assistant to the Associate Vice President of Student Affairs) (LH 810) – 1:30-2:00PM
- **Jennifer Baldaray** (EOP Counselor) – 2:00-2:30 (LH 810)
- **Kathy Ichikawa Kiyan** (EOP Admissions Counselor) – 2:30-3:00PM (LH 810)
- **Eloisa Amador Lara** (Assistant Director of EOP) – 3:00-3:30PM (LH 810)

- **Omar Hernandez Barra** (EOP Admissions Coordinator), **Katya Echavez** (EOP Administrative Coordinator), **Angela Padilla Vidarte** (EOP Student Center Coordinator)  
– 3:30-4:00PM (LH 810)
- **Dinner with Dr. David Forgues (Vice President of Student Affairs) at Tlaquepaque Restaurant at 5:00PM** <https://tlaquepaquerestaurant.com/contact-us/>



## **Appendix B**

### **Interview Schedule: EOP Leadership**

1. For how long have you been involved with the CSUF EOP and in what capacity (ies)?
2. What motivated you to become involved with this unit?
3. From your perspective, how effective do you think EOP is at this time in meeting its goals on a scale from 1-5 with 1- not at all to 5 -very effective? On what evidence/experience do you base your response?
4. Do you believe the unit receives adequate support from the institution to achieve its goals?
5. Recently, the program had experienced leadership changes and shifts in program priorities. What do you believe are the strengths of this program? What are areas of opportunity for further development?
6. Who are the students being served by EOP? Who is missing and should be served by this program?
7. Are there adequate resources to support this unit? If not, what else is needed?
8. Are here any other issues/points you want to share with us? Any recommendations for program improvement?

### **Interview Schedule: Campus Officers**

1. For how long have you been at CSUF and in what capacity (ies)?
2. What has been your level of involvement with the EOP & for how long?
3. What are your perceptions of this program in terms of its effectiveness in meeting program goals as mandated by the state?
4. Is the program perceived favorably by the campus?
5. Do you believe the unit receives adequate support from the institution to achieve its goals?

6. What do you believe are the strengths of this program? What are areas of opportunity for further development?
7. What do you know about students' experiences in the program? How would you describe their experience in EOP?
8. Is there more that your unit can/should do to support EOP and EOP students? If so, what barriers impede this?
9. Are there any other issues/points you want to share with us?
10. Do you have any recommendations for program improvement?

#### Interview Schedule: EOP Students/Alumni

1. For how long have you been involved with the CSUF EOP and in what capacity (ies)?
2. What motivated you to become involved with this program?
3. From your perspective, how effective do you think EOP is at meeting its goals on a scale from 1-5 with 1- not at all to 5 -very effective? On what evidence/experience do you base your response?
4. Do you believe the unit receives adequate support from the institution to achieve its goals?
5. What do you believe are the strengths of this program? What are areas of opportunity for further development?
6. How would you describe your experience in EOP? How did you benefit from participating in this program?
7. Were your academic needs met? Cultural? Campus engagement encouraged?
8. Do you feel you made the right choice enrolling in EOP at CSUF? Why?
9. Tell us about the summer program experience. Did you find it meaningful /worthwhile?
10. Are there any other issues/points you want to share with us?
11. Do you have any recommendations for program improvement?

## Appendix C

### EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

Start of Block: Block 7

Q30 Primary Researcher: Dr. Dawn Person Director of C-REAL T: 657 278 5605 Email:

dperson@fullerton.edu Informed Consent EDUCATIONAL OPPORTUNITY PROGRAM

(EOP) Dear Participant:

**Purpose** The purpose of this study is to evaluate Educational Opportunity Program (EOP). Assess outcomes of Academic Support, Tutoring and Workshops, Personal Counseling, and Summer Bridge. Enhance retention and graduation rates of low-income, first-generation, underserved, and underrepresented students. As part of this evaluation, C-REAL is administering this Qualtrics survey to identify demographics and program outcomes.

**Activities and Study Participation** As a participant with Educational Opportunity Program (EOP) you are being asked to share your experiences, perceptions, feedback, and feelings regarding the program. The project aims to provide students with academic support, workshops, financial aid advice, and other student services.

**Potential Benefits** There is no direct benefit to you from being in this study. However, your participation may assist in improving the Educational Opportunity Program (EOP).

**Potential Risk** No research is entirely risk-free. However, this study has minimal risk. Individuals can opt out of the study at any point. Even if you start to complete a survey or interview, you may choose not to answer all questions.

**Confidentiality** The results of the study may be published but your name will not be identified or recorded in individually identifiable form. Confidentiality will be provided to the extent allowed by the law. Surveys, transcripts, recordings, and audio file will be locked and stored in a

cabinet in the Center for Research on Educational Access and Leadership (C-REAL) and will be housed in a password protected data warehouse accessible only to researchers.

Questions If you have any questions please contact Dr. Dawn Person, at 657-278-8510 or [dperson@fullerton.edu](mailto:dperson@fullerton.edu).

Q31 By selecting yes below, I agree:

My participation in this study is entirely voluntarily and will not impact my status or involvement with EOP

I am at least 18 years of age I have had the opportunity to ask and receive satisfactory answers to the questions I had about this study

Q32 Do you consent to participating in this study?

- Yes, I consent (1)
- No, I do not consent (2)

Skip To: End of Survey If Do you consent to participating in this study? = No, I do not consent

End of Block: Block 7

Start of Block: Demographics

Q3 What is your Current Affiliation to EOP

- Student (1)
- Alumni (2)

Other (3) \_\_\_\_\_

Q27 What was your student status when you enrolled?

1st Year College Student (1)

Transfer Student (2)

Adult Re-entry Student (3)

Other (4) \_\_\_\_\_

Display This Question:

If What is your Current Affiliation to EOP = Alumni

Q25 What year did you begin your studies (YYYY).

\_\_\_\_\_

Display This Question:

If What is your Current Affiliation to EOP = Alumni

Q26 What year did you graduate (YYYY).

\_\_\_\_\_

Q4 What is/was your Major/Field of Study

\_\_\_\_\_

Q5 Check the year(s) you were involved with EOP at CSUF as an active student (Check all that Apply)

- 2024 (1)
- 2023 (2)
- 2022 (3)
- 2021 (4)
- 2020 (5)
- 2019 (6)
- 2018 (7)
- 2017 (8)
- 2016 (9)
- Others (10) \_\_\_\_\_

Q1 What is your gender?

- Male (1)
- Female (2)
- Non-binary (3)
- Other (4) \_\_\_\_\_
- Prefer not to say (5)

Q2 What is your race/ethnicity?

- American Indian or Alaska Native (1)
- Asian (2)
- Black or African American (3)
- Hispanic or Latino (4)
- Native Hawaiian or Other Pacific Islander (5)
- White (6)
- Multiracial (7)
- Other (8) \_\_\_\_\_

Q6 How did you hear about the Educational Opportunity Program (EOP)? (Check all that apply)

- Flyer (1)
- Presentation (2)
- CSUF Outreach Events (3)
- Teacher/Counselor (4)
- Friend or Peer (5)
- Transfer Center (6)
- Parent (7)
- Social Media (8)
- Website (9)

Email (10)

Other (11) \_\_\_\_\_

End of Block: Demographics

Start of Block: Academic Support

**Q37 Please respond to the following statements regarding Academic Support.**

Q7 Please indicate the degree to which you agree or disagree with the following statements:

Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
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---



My EOP  
counselor  
helped me set  
and achieve  
my academic  
goals. (1)

0 0 0 0 0

I meet/met  
regularly  
with my EOP  
counselor. (2)

0 0 0 0 0

I believe the  
academic  
advising I  
received  
from EOP  
contributed  
to my  
academic  
success. (3)

0 0 0 0 0

Q8 In what ways, if any, do you think the academic advising services could be improved?

---

End of Block: Academic Support

Start of Block: Tutoring and Workshops

**Q36 Please respond to the following statements regarding Tutoring and Workshops.**

Q9 Please indicate the degree to which you agree or disagree with the following statements:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
The EOP tutoring services provided were helpful in	o	o	o	o	o

improving my  
academic  
performance.

(1)

I found the  
EOP  
workshops  
beneficial for  
developing my  
academic  
skills. (2)

o o o o o

The topics  
covered in  
EOP  
workshops  
were relevant  
and applicable  
to my needs.

o o o o o

(3)

The EOP  
services and  
programs  
incorporated  
my  
ethnic/cultural  
needs. (4)

EOP staff is  
sensitive to my  
ethnic/cultural  
needs. (5)

Q10 What challenges, if any, did you encounter in accessing EOP services and programs?

---

End of Block: Tutoring and Workshops

Start of Block: Personal Counseling

**Q35 Please respond to the following statements regarding Counseling Services.**

Q11 Please indicate the degree to which you agree or disagree with the following statements:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
The counseling services provided by EOP addressed my	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

personal  
needs. (1)

The  
counseling  
services  
provided by  
EOP  
addressed my  
academic  
needs. (2)

I felt  
supported by  
my EOP  
counselors in  
overcoming  
personal  
challenges.  
(3)

o o o o o

o o o o o

EOP staff  
encouraged  
me to  
participate in  
college  
activities and  
programs. (4)

o o o o o

Q12 How could EOP enhance its counseling services to better meet students' needs?

---

End of Block: Personal Counseling

Start of Block: Summer Bridge

**Q34 Please respond to the following questions/statements regarding the Summer Bridge Program.**

Q22 Did you participate in the EOP Summer Bridge Program?

Yes (1)

No (2)

Display This Question:

If Did you participate in the EOP Summer Bridge Program? = Yes

Q23 What year did you participate in the EOP Summer Bridge Program?

---

Display This Question:

If Did you participate in the EOP Summer Bridge Program? = Yes

Q24 The Summer Bridge program:



	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Prepared me for college rigor. (1)	0	0	0	0	0
Helped me see my potential to be successful in college. (2)	0	0	0	0	0
Helped me improve my study skills. (3)	0	0	0	0	0
Gave me a sense of	0	0	0	0	0

community.

(4)

Taught me

how to

approach

faculty. (5)

Helped me

learn about

my culture.

(6)

Helped me

learn about

cultures other

than my own.

(7)

Introduced me

to campus

resources. (8)

Helped me  
manage  
family  
relationships.  
(9)

Helped me  
improve my  
time  
management  
skills. (10)

Helped me  
understand the  
Importance of  
setting goals.  
(11)

Display This Question:

If Did you participate in the EOP Summer Bridge Program? = Yes

Q33 What changes, if any, would you suggest to improve the Summer Bridge Program?

---

End of Block: Summer Bridge

Start of Block: Financial Support

**Q38 Please respond to the following questions/statements regarding Financial Support.**

Q28 Please indicate the degree to which you agree or disagree with the following statements:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I did not experience	o	o	o	o	o

difficulty in  
the financial  
aid process.

(1)

I found it  
easy to  
navigate the  
financial aid  
process. (2)

o o o o o

EOP staff  
was able to  
assist me  
with the  
financial aid  
process. (3)

o o o o o

Q15 What changes would you suggest to improve the financial aid process for EOP students, if any?

---

Q13 I received an EOP grant.

Yes (1)

No (2)

Display This Question:

If I received an EOP grant. = Yes

Q14 Please indicate the degree to which you agree or disagree with the following statements:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
The EOP grant I received was important for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

my financial  
stability  
during  
college. (1)

Receiving  
financial aid  
through EOP  
reduced my  
financial  
stress (2)

Receiving  
financial aid  
through EOP  
made a  
difference in  
my ability to  
continue in  
college (3)

0 0 0 0 0

0 0 0 0 0

Start of Block: Program Impact

**Q39 Please respond to the following questions/statements regarding Program Impact.**

Q16 Please indicate the degree to which you agree or disagree with the following statements:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
My overall experience in the EOP contributed positively to my college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



education.

(1)

I believe that  
EOP has had  
a lasting  
impact on my  
personal  
success. (2)

0 0 0 0 0

I believe that  
EOP has had  
a lasting  
impact on my  
academic  
success. (3)

0 0 0 0 0

I would  
recommend  
EOP to future  
students  
seeking  
support  
during their  
college  
journey. (4)

o o o o o

Display This Question:

If What is your Current Affiliation to EOP = Alumni

Q17 Can you share any lasting impact that EOP has had on your life beyond college?

---

Q18 What aspects of the EOP program do you think could be improved to better serve students?

---

Q19 Are there any additional resources or services you wish EOP provided?

---

Q21 What recommendations do you have for the administration to consider regarding the EOP program?

---

End of Block: Program Impact