MINUTES

Members present: Lynn Stauffer, Katie Musick, Sean Johnson, Lauren Morimoto, Julie Greathouse, Cyndie Morozumi, Thaine Stearns, Leslie Shelton, Heather Smith, Martha Schott, Michael Visser, Bianca Rose, Anthony Gallino (for Matthew Lopez-Phillips), Neil Markley
Notified absent: Rich Whitkus, Andrew Rogerson, Mo Phillips,
Absent: Brandon Mercer
Staff: Jill Hunter
Guests: Khou Yang-Vigil

Original Agenda
1. EOP Update - Khou Yang-Vigil, TC-3:00
2. Average Unit Load Data - Sean
3. NSSE Briefing - Sean

MINUTES

3:00pm Lynn Stauffer called the meeting to order, led the group through introductions, and made a brief statement of the group’s purpose: Improve the four to six year graduation rates and narrow the achievement gap. No changes to Agenda. Minutes from 2/1/16 meeting handed out for review. Minutes accepted as read.

1. EOP Update (presented by Khou Yang-Vigil)
   A. How EOP Came About
      • 1969 Senate Bill 1072 (Harmer Bill)
      • Intended to improve access and equity for under-represented minorities (URM)
      • All 23 CSU campuses have an EOP program now
   B. Who EOP Serves
      • URM, first generation students, and low income students
      • 580 total EOP students from 23 No. Cal counties and 8 So. Cal. counties
      • 125 new students this year: 76% F, 24% M
        75% Latino/a, 12% Afr Am/Black, 8% Asian/P.I., 4% Span/Wht/Euro, <1% Nat Am.
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- Income guidelines are specific (see handout: <$1,500 EFC; <$46K family income)
- Seawolf Scholars is a sub-group (foster youth)

C. EOP Services Provided
- Advising, teaching, and mentoring for all aspects of life – not just academic
- Assist students with housing issues, balancing college/personal life, navigating academic policies, career exploration, leadership opportunities, and graduate study planning
- EOP grant: $1000 grant for full time freshman – Sophomores/Juniors/Seniors can also get the grant if funding is available.
- EOP functions as a community where students can have a sense of family away from home. Facility provides a safe and comfortable space where students can be themselves.

D. EOP Program Successes
- Retention rates - 1st yr. to 2nd yr. are increasing: 2013-85.7%, 2014-86.3%, 2016-93.6%
- There is growth of the advising staff – 3 full time advisors
- Number of fist-time freshman accepted has increased from 100 in 2013 to 140 in 2016
- Approximately 25 transfer students in fall and 10 or less in spring semester
- EOP Academy working in collaboration with Academic Departments (class blocks)
- Innovation in Action Program for building transferrable skill set
- Sea Wolf Scholars foster youth program is a subset EOP student group – provides advising and critical need funds
- Study abroad program and grad school applications
- Leadership involvement (Student Govt., JUMP, SLICE, Seawolf Leadership)

E. EOP Program Challenges
- Unmet financial needs gap for undocumented students – sometimes we lose students
- Housing & food instability – reference to grant study being done at CSLB
- Students of color continue to face discrimination and racism, difficulty of living in a bicultural world
- FT unit load not always realistic – advisors recommend 12 unit load for some students

F. Opportunities
- Expose campus community to EOP student group
- Create and build on campus and off campus relationships
- Career services
- Redwood Credit Union
- College Track
- Pathways in Education

2015 -- 2016 Meeting Dates
Mondays, 3:00 to 4:30
9/14, 10/5, 11/2, 12/7, 2/4/16, 3/7, 4/4, 5/2
G. Questions/Discussion

- Grad rates? Historically higher 6 year and lower 4 year rates than general campus. Data indicates that students who are in a support program (ie: TRIO) do better than those who qualify but are not participating in one.
- Trends? Housing issues getting worse in RP and Sonoma County. Summer Bridge program expanding the number of on-campus days has shown a positive impact.
- Do students self-identify? Not always, some are self-conscious about wanting to be in majority culture, keeping up with their peers, issues with entitlement. Students MUST enter as an EOP student and may realize they can benefit once they are here and then cannot access the support.
- Most impactful EOP services? Combination of things, primarily sense of community, safe space to go on campus, mentors, summer bridge leaders
- Why have the application process? Filtering - of 1000 applicants, half are ineligible
- How do other campuses deal with housing problem? Many have local students
- Is transportation an issue? Students spend a lot of time in transit if they don’t have a car
- What can GIG do to improve graduation rates of EOP student group? Committee discussed further.

2. Average Unit Load (presented by Sean Johnson)
   Sean presented the data he was asked to compile at the last GIG meeting on the Average Unit Load (AUL) of undergraduate students, broken down by Ethnicity and by School.
   - The data indicate that no one group is substantially different from the others. Not seeing big gaps across the board - there is parity in the breakdown by Ethnicity and School.
   - Academic Year: Headcount=9080, FTES=8301, % over target=101.9% and AUL=13.5.
   - He noted that the 10% PT students bring down the AUL for the 90% FT students.
   - For spring 16, FT students carry an AUL of 14.67 units and PT students 8.2 units.

Committee discussed further:
- What are the calculations for percent over target and for funding?
- What other criteria can be looked at?
- Would taking out remedial and repeated units (run only GPA units) make a difference?
- Do students who utilize support services do better, and would expanding student support services have an impact? Growth in the number of days in the Bridge program leading to improved results was given as a positive example.
- Can the successful transition programs/services be extended to a wider group? The structure is there but need additional resources – how can we stretch what we have?
- Suggestion to talk to students who aren’t making it or are leaving.
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- Acceptance versus tolerance for EOP students – work toward creating culture of acceptance, and a sense of belonging and connectedness for all students.
- A key is to sell students on utilizing services available to groups like EOP without making them feel that they are inferior – ie: renaming the redial English course.
- Encouraging/urging students to associate with all of the various communities they are part of on campus can have positive and negative effects - it can create added pressures.
- At one time, every SSU student was considered to be at risk, with the need to be taught transition skills. It seems that programs that do well have UNIV102 at their core.
- Not all transition support services are needed for all students but we can selectively expand those with the greatest value (need to consider how to expand resources too).
- Diversity of available mentors should also be a focus of retention efforts. Lack of proportionate diversity among staff/faculty hurts student’s sense of connectedness and puts undue pressures on those faculty and staff they relate to.

3. NSSE Briefing (presented by Sean Johnson)
Sean briefly explained what the National Survey of Student Engagement (NSSE) is and gave an update on the status.
  - The NSSE was proposed to 5000 students (freshman and senior) and 400 completed it.
  - The survey looks at students as they are coming in and also as they are exiting. It provides data on how students are improving.
  - SSU has been conducting the NSSE for a while, providing good longitudinal data.
  - Sean is appealing to various constituencies to encourage student participation.

Committee discussed further:
  - Students can be overwhelmed by being asked to complete too many surveys – what types of controls are in place at the University to deal with this?

Meeting adjourns at 4:30pm