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ABSTRACT

Two longitudinal studies were conducted in 1983 and 1986 to evaluate the effectiveness of the Extended Opportunity Programs and Services (EOP&S) project at Fresno City College (FCC). The EOP&S project is a state-funded program that emphasizes individual tutoring, guidance, learning centers, and other support services in order to increase recruitment and retention rates among low-income/disadvantaged students. The studies compared representative samples of EOP&S and non-EOP&S freshmen entering FCC in 1979-80 and 1980-81. Both studies gathered data on students' gender, marital status, ethnicity, age, high school status and grade point average (GPA), GPA and units completed at FCC, degree earned, and number requesting transcripts. Study findings included the following: (1) EOP&S students tended to have more females than males, while the non-EOP&S groups were predominately male; (2) among the 1979-80 and 1980-81 freshmen, total minority percentages in the EOP&S groups were 84% and 89%, respectively, while in the non-EOP&S groups, minority enrollments were 39% and 31%; (3) 85% of the 1980-81 EOP&S students were high school graduates compared to 45% of the non-EOP&S students; (4) the numbers of FCC graduates were approximately equal for EOP&S and non-EOP&S students in both years; (5) EOP&S students had lower high school GPA's than non-EOP&S students, but final FCC GPA's were almost identical for both groups in both years; and (6) EOP&S and non-EOP&S students were comparable in terms of total number of FCC units completed. Tables comparing EOP&S and non-EOP&S students from both years are appended. (WJT)

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EOPS



CONTINUED SUCCESS WITH LOW-INCOME COLLEGE STUDENTS

An EOPS Special Project, 1984-85

A Longitudinal Study of EOP&S Freshmen Students Entering During 1979-80 and 1980-81

Fresno City College Fresno, California

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EOP&S: CONTINUED SUCCESS WITH
LOW-INCOME COLLEGE STUDENTS

A LONGITUDINAL STUDY OF EOP&S
FRESHMEN STUDENTS ENTERING
DURING 1979-80 AND 1980-81

Prepared for the
Extended Opportunity Program and Services Office
Fresno City College

Prepared by
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Research and Educational Service Center
School of Education and Human Development
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These studies could not have been realized without the diligence demonstrated by the EOP&S staff at Fresno City College during the planning, compilation, and preparation. The staff has been instrumental in addressing the academic and supportive needs of the students, as needed on a daily basis, fulfilling the goals and objectives of the EOP&S program. Special thanks to Mrs. Toni O. Miller and the EOP&S staff who assisted in the compilation of the data.

Preface

These longitudinal studies have been prepared in order to provide empirical data on the success of the Extended Opportunity Program and Services (EOP&S) at Fresno City College.

Over the years, EOP&S, a state funded program, has been supported and questioned by various constituencies such as legislators, college presidents, deans, and faculty members. The program originated as the result of Senate Bill 164 which was introduced in 1968. Initially, the legislature provided 3.5 million dollars. Forty-six colleges applied and received funds from the total allocation. Now, the state-wide funding is roughly 26 million dollars supporting similar programs at 106 community colleges.

After sixteen years of existence, there are still some questions regarding the success of these programs. Therefore, the intent of these two studies was to provide data relevant to the outcomes of the EOP&S program at Fresno City College.

The studies indicate the impact made on students by the program in terms of the various elements such as: grade point average, units completed per semester, completion of an educational program, and the completion of an AA or AS degree. Students in the program have been compared with an equal number of students at Fresno City College who were not involved in EOP&S.

Taking into consideration the most common characteristics of low-income/disadvantaged students, the program has attempted to address a wide range of conditions which, in varying degree, have prevented these students from succeeding in regular college programs in the past.

The preface and acknowledgements were written by Mr. Venancio Gaona, Director of the EOP&S program, and the two studies were researched and prepared by Dr. Ric Brown, Professor, School of Education and Human Development at California State University, Fresno.

OVERVIEW

Colleges have been offering special enrichment programs for high-risk students since Wellesley College in 1894 (Kulik, Kulik, and Shwalb, 1983). The major types of programs can be categorized by the time periods in which they were offered. In the late 1930's and 1940's, learning skills acquisition was prominent. Counseling sessions in addition to cognitive skill development came into being during the 1950's and 1960's. The current form of assistance began during the late 1960's. These programs emphasize individual tutoring, guidance, learning centers and other support services. The Extended Opportunity Program and Services (EOP&S) project at Fresno City College (FCC) is such a program.

The EOP&S project at FCC has the goal of increasing the opportunity of low income/disadvantaged students (typically high attrition prone and non-traditional) to enter and succeed in college. The program attempts to accomplish its goal through outreach, recruitment, financial support, counseling, tutoring and special instruction.

In 1983, a study was conducted in an attempt to evaluate the effectiveness of EOP&S by comparing 1978-79 entering program students (freshmen) to other freshmen college students in terms of a variety of achievement variables. This current study is an extension of that original effort, collecting longitudinal data on two additional years of freshmen who entered five and six years ago respectively. Such a time frame would permit ample opportunity for students to obtain a degree.

THE STUDY

Procedures and Subjects

Lists were provided by the EOP&S office with names of all freshmen

students who started FCC with EOP&S funding for the years 1979-80 and 1980-81 (both fall and spring). For 1979-80, 107 students were identified. For 1980-81, 135 students were identified. On some tables smaller subject numbers (n) are a result of unavailable data on some students.

From cumulative semester lists, equal numbers of non-EOP&S students were drawn starting in the same two years respectively (reflecting semester of enrollment percentages) using a table of random numbers and a systematic sampling plan. This sample was meant to be representative of the general FCC population.

Permission from the FCC admissions and records office was obtained to photocopy selected student records. Graduate students from the California School of Professional Psychology, Fresno, and California State University, Fresno gathered the necessary data, and prepared it for computer analysis.

Data

For all four groups of students the same data were collected:

- Gender
- Marital Status
- Ethnicity
- Age
- High School Graduate Status
- High School Grade Point Average
- FCC Final Grade Point Average
- FCC Cumulative Units Completed
- Degree Earned
- Number Requesting Transcripts

RESULTS

Demographic Information

Tables 1 and 2 show the breakdown of the 2 groups of entering freshmen in terms of gender, marital status and ethnicity for both 1979-80 and

1980-81. As can be seen, the EOP&S groups tended to have more females than males, while the FCC group was just the opposite. Students in both groups over the two years were mostly single. The largest difference in the 2 groups was the percent of minority students. For the two years, total minority percentages in the EOP&S group were 84% and 89% respectively. For the FCC groups, minority enrollment was 39% and 31%.

High School and College Graduation Status

Information regarding graduation status in high school and FCC are shown in tables 3 and 4. In both years, a larger percentage of EOP&S students graduated from high school as compared to the general FCC population. In terms of reported FCC degree earned, the numbers are approximately equal for the groups over both years. For those EOP&S students starting in 1980-81, 31 were known to have received degrees as compared to 27 of the non-EOP&S students. Tables 5 through 8 show all of the above information categorized by ethnicity.

As a possible indicator of aspirations to pursue higher educational levels, the number of students who requested a transcript was gathered. In both years, a slightly higher percentage of EOP&S students requested a transcript than did non-EOP&S students (tables 3 and 4).

Grades and Units

High school G.P.A., FCC final G.P.A., and total FCC units for both years of students are reported in tables 9 and 10. For both years, EOP&S students had lower high school G.P.A.'s. With regard to final FCC G.P.A., both groups for both years were almost identical (averaging 2.60 to 2.7).

For 1979-80, the non EOP&S students averaged a slightly higher number of total units completed, while for 1980-81 the EOP&S students completed

slightly more. Tables 11 through 14 show the above information categorized by ethnicity.

COMPARISON WITH 1978-79 DATA

Demographic Information

Similarities in terms of gender and marital status can be noted across all three years. Female students comprised the majority of EOP&S students, while male students were the majority of the FCC population. All students were generally single. Across all three years, the majority of EOP&S students represented minority groups, while the majority of FCC students were Caucasian.

High School and College Graduation Status

High school graduation rates for EOP&S students entering in each of the three years averaged 76% to 85%. While the 1978-79 FCC students averaged a 96% high school graduation rate, FCC students entering in 1979-80 and 1980-81 averaged only 55% and 54% respectively.

Nineteen percent to 26% of EOP&S students who entered during the study's years were known to have graduated with an AA or AS degree. This compares to a 20% to 26% rate for non-EOP&S students. The number requesting transcripts varied greatly over the 3 studies with little differences between the groups in any one study.

Grades and Units

For all 3 studies, high school G.P.A. was lower for the EOP&S students as compared to non-EOP&S students. Additionally, for all 3 studies, ending G.P.A. averaged approximately 2.6 for both EOP&S and non-EOP&S students.

In terms of units completed at FCC, both groups of students who entered in 1979-80 and 1980-81 averaged 4 to 8 more units than 1978-79 entering students. EOP&S students and non-EOP&S students were comparable across all 3 studies.

SUMMARY OF FINDINGS

As compared to the general FCC freshmen population entering in 1979-80 and 1980-81:

1. a larger percentage of EOP&S students represented minority groups.
2. more EOP&S students were high school graduates.
3. EOP&S students had a lower high school G.P.A.
4. EOP&S students had a comparable FCC final G.P.A.
5. EOP&S students were comparable in terms of total number of FCC units completed.
6. EOP&S had slightly more known number of graduates.

In the study mentioned earlier (Kulik, Kulik and Shwalb, 1983), they summarize the results of special college programs by stating "... for the high-risk students enrolled in these programs, the benefits might seem real enough. Such individuals ... fail less often than their peers in conventional programs." They also point out that their research (analyzing outcomes of over 60 such programs) had some disappointing features: lack of sustained effect and weaker programs in community college settings. Neither of these weaknesses is apparent from the data reported in the present study. Examining the results regarding three years of entering freshmen suggest that the program is maintaining its effectiveness. The students entering EOP&S are generally high-risk students because of lower high school G.P.A. and financial need. Yet, they achieve at equivalent levels in terms of college G.P.A., units completed and number of known graduates, when compared to non-EOP&S entering freshmen.

REFERENCE

Kulik, C.C.; Kulik, J.A. and Shwalb, B.J. College Programs for High-risk and Disadvantaged Students: A Meta-analysis of Findings. Review of Educational Research, Fall, 1983, 53 no. 3, 397-414.

TABLE 1

Comparison of 1979-80 EOP&S & FCC Students (n=107) on
Various Demographic Variables

<u>Demographic Variable</u>	<u>EOP&S</u>		<u>FCC</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
<u>Gender</u>				
Male	44	41%	65	61%
Female	63	59%	42	39%
<u>Marital Status</u>				
Single	89	83%	91	85%
Married	7	7%	11	10%
Divorced	2	2%		
Separated	2	2%		
Not Known	7	6%	5	5%
<u>Ethnicity</u>				
Caucasian	16	15%	58	54%
Hispanic	57	53%	23	21%
Black	29	27%	7	6%
Alaskan/American Indian	2	2%	3	3%
Asian/Pacific Islander	1	1%	4	4%
Other	1	1%	5	5%
Not Stated	1	1%	7	6%

Note: Blanks on all tables indicate no data available for a particular category.

TABLE 2

Comparison of 1980-81 EOP&S & FCC Students (n=135) on
Various Demographic Variables

<u>Demographic Variable</u>	<u>EOP&S</u>		<u>FCC</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
<u>Gender</u>				
Male	57	42%	71	53%
Female	78	58%	64	47%
<u>Marital Status</u>				
Single	119	88%	115	85%
Married	9	7%	13	10%
Divorced				
Separated				
Not Known	7	5%	7	5%
<u>Ethnicity</u>				
Caucasian	13	10%	80	59%
Hispanic	64	47%	17	13%
Black	24	18%	14	10%
Alaskan/American Indian	2	1%	0	0
Asian/Pacific Islander	28	21%	7	5%
Other	3	2%	4	3%
Not Stated	1	1%	13	10%

TABLE 3

Comparisons of 1979-80 EOP&S & FCC Students (n=107)

on High School & Community College Variables

<u>High School Graduate</u>	<u>EOP&S</u>		<u>FCC</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Yes	81	76%	41	38%
No	17	16%	59	55%
GED	9	8%	7	7%
 <u>Degree Earned</u>				
AA	16	15%	20	19%
AS	12	11%	7	7%
Not Known	79	74%	80	74%
 Number Requesting Transcripts				
	79	74%	72	67%

TABLE 4

Comparisons of 1980-81 EOP&S & FCC Students (n=135)
 on High School & Community College Variables

<u>High School Graduate</u>	<u>EOP&S</u>		<u>FCC</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Yes	115	85%	61	45%
No	15	11%	73	54%
GED	5	4%	1	1%
 <u>Degree Earned</u>				
AA	14	10%	17	13%
AS	17	13%	10	7%
Not Known	104	77%	108	80%
 Number Requesting Transcripts				
	58	43%	56	41%

TABLE 5

Comparison of 1979-80 EOP&S & FCC Students in
Terms of Degree Earned by Ethnicity

<u>Ethnicity</u>	<u>EOP&S</u>		<u>FCC</u>	
	<u>AA</u>	<u>AS</u>	<u>AA</u>	<u>AS</u>
Caucasian	4	2	9	1
Hispanic	4	7	7	1
Black	8	1		1
Alaskan/American Indian		1		2
Asian/Pacific Islander		1	1	1
Other				1
Not Stated			3	
<u>Total</u>	16	12	20	7

TABLE 6

Comparison of 1980-81 EOP&S & FCC Students in
Terms of Degree Earned by Ethnicity

<u>Ethnicity</u>	<u>EOP&S</u>		<u>FCC</u>	
	<u>AA</u>	<u>AS</u>	<u>AA</u>	<u>AS</u>
Caucasian	2	2	12	6
Hispanic	11	2	3	2
Black		2	1	1
Alaskan/American Indian				
Asian/Pacific Islander	1	11	1	
Other				1
Not Stated				
<u>Total</u>	14	17	17	10

TABLE 7

Comparison of 1979-80 EOP&S & FCC Students in Terms
of High School Graduation Status by Ethnicity

<u>Ethnicity</u>	<u>EOP&S</u>			<u>FCC</u>		
	Graduated					
	<u>Yes</u>	<u>No</u>	<u>GED</u>	<u>Yes</u>	<u>No</u>	<u>GED</u>
Caucasian	11	4	1	23	32	3
Hispanic	44	7	6	6	15	2
Black	23	5	1	3	4	
Alaskan/American Indian	1					
Asian/Pacific Islander	1			2	3	1
Other			1	4	2	
Not Known	1	1		3	3	1

Total

TABLE 8

Comparison of 1980-81 EOP&S & FCC Students in Terms
of High School Graduation Status by Ethnicity

<u>Ethnicity</u>	<u>EOP&S</u> Graduated			<u>FCC</u>		
	<u>Yes</u>	<u>No</u>	<u>GED</u>	<u>Yes</u>	<u>No</u>	<u>GED</u>
Caucasian	9	3	1	39	41	1
Hispanic	53	8	3	8	9	
Black	21	2	1	8	10	
Alaskan/American Indian	2					
Asian/Pacific Islander	27	1			5	
Other	2	1		2	3	
Not Known	1			4	5	
<u>Total</u>						
Number	115	15	5	61	73	1
Percent (of 135)	85%	11%	4%	45%	54%	1%

TABLE 9

Comparison of 1979-80 EOP&S & FCC Students
on Grades & units

	<u>EOP&S</u>			<u>FCC</u>		
	<u>Mean</u>	<u>SD</u>	<u>n</u>	<u>Mean</u>	<u>SD</u>	<u>n</u>
<u>High School GPA</u>	2.36	.56	75	2.78	.52	45
<u>FCC Final GPA</u>	2.61	.67	107	2.69	.63	107
<u>Total College Units Completed</u>	47	19.4	107	51	18.3	107

TABLE 10
 Comparison of 1980-81 EOP&S & FCC Students
 on Grades & Units

	<u>EOP&S</u>			<u>FCC</u>		
	<u>Mean</u>	<u>SD</u>	<u>n</u>	<u>Mean</u>	<u>SD</u>	<u>n</u>
<u>High School GPA</u>	2.43	.54	85	2.53	.61	46
<u>FCC Final GPA</u>	2.64	.69	135	2.60	.47	135
<u>Total College Units Completed</u>	49	172	135	47	22.1	135

TABLE 11

Comparison of 1979-80 EOP&S & FCC Students on
High School & College GPA by Ethnicity

<u>Overall</u>	<u>EOP&S</u>		<u>FCC</u>	
	High School <u>GPA</u>	Cumulative College <u>GPA</u>	High School <u>GPA</u>	Cumulative College <u>GPA</u>
<u>Ethnicity</u>				
Caucasian	2.47 (9)	2.75 (16)	2.94 (27)	2.79 (58)
Hispanic	2.38 (43)	2.63 (57)	2.52 (9)	2.56 (23)
Black	2.28 (22)	2.46 (29)	2.45 (2)	2.34 (7)
Alaskan/American Indian		2.69 (2)	2.58 (1)	2.73 (3)
Asian/Pacific Islander		3.13 (1)	2.64 (1)	2.93 (4)
Other	2.46 (1)	3.08 (1)	2.78 (3)	2.66 (5)
Not Known		2.65 (1)	2.37 (2)	2.49 (7)
<u>Overall</u>	2.36 (75)	2.61 (107)	2.78 (45)	2.69 (107)

TABLE 12

Comparison of 1980-81 EOP&S & FCC Students on
High School & College GPA by Ethnicity

<u>Overall</u>	<u>EOP&S</u>		<u>FCC</u>	
	High School <u>GPA</u>	Cumulative College <u>GPA</u>	High School <u>GPA</u>	Cumulative College <u>GPA</u>
<u>Ethnicity</u>				
Caucasian	2.66 (9)	2.75 (13)	2.59 (35)	2.60 (80)
Hispanic	2.33 (50)	2.57 (64)	2.37 (6)	2.59 (17)
Black	2.44 (18)	2.39 (24)	2.32 (3)	2.43 (14)
Alaskan/American Indian	2.42 (2)	1.84 (2)		
Asian/Pacific Islander	3.20 (4)	3.02 (28)		2.75 (7)
Other	2.12 (1)	2.64 (3)	3.00 (1)	2.88 (4)
Not Known	2.45 (1)	2.64 (1)	2.53 (1)	2.60 (13)
<u>Overall</u>	2.43 (85)	2.64 (135)	2.53 (46)	2.60 (135)

TABLE 13

Comparison of 1979-80 EOP&S & FCC Students in Terms
of Total Units (mean) Completed by Ethnicity

<u>Overall Units</u>	<u>EOP&S</u>		<u>FCC</u>	
	<u>Mean</u>	<u>(n)</u>	<u>Mean</u>	<u>(n)</u>
<u>Ethnicity</u>				
Caucasian	36	(16)	51	(58)
Hispanic	48	(57)	50	(23)
Black	46	(29)	48	(7)
Alaskan/American Indian	77	(2)	68	(3)
Asian/Pacific Islander	82	(1)	62	(4)
Other	12	(1)	52	(5)
Not Known	90	(1)	50	(7)
 <u>Overall</u>	 47	 (107)	 51	 (107)

TABLE 14

Comparison of 1980-81 EOP&S & FCC Students in Terms
of Total Units (mean) Completed by Ethnicity

<u>Overall Units</u>	<u>EOP&S</u>		<u>FCC</u>	
	<u>Mean</u>	<u>(n)</u>	<u>Mean</u>	<u>(n)</u>
<u>Ethnicity</u>				
Caucasian	57	(13)	49	(80)
Hispanic	43	(64)	50	(17)
Black	44	(4)	38	(14)
Alaskan/American Indian	24	(2)		
Asian/Pacific Islander	65	(28)	44	(7)
Other	48	(3)	56	(4)
Not Known	91	(1)	37	(13)
<u>Overall</u>	49	(135)	47	(135)

FOLLOW-UP INFORMATION

Questionnaires were sent to all 242 EOP&S students and all 242 FCC students identified as having started Fresno City College (FCC) during the years of 1979-80 and 1980-81. The questionnaire was generally concerned with student activities after they left FCC. Unfortunately, the response rate was extremely low. Only 10 former EOP&S students and 9 former FCC students returned the questionnaire.

EOP&S Response

Of the 10 respondents, 4 continued their education at a four-year college (no graduates yet) with the rest either working and/or taking courses again at FCC. Majors, for those going on to a four-year college, include business, criminology, science and chemistry. The major reasons given by those who did not graduate from FCC was lack of finances to support travel and/or families.

All of the respondents were appreciative of the aid and services provided by the EOP&S program. Most indicated that they would not have attended college at all without such support. The most positive aspects of the program were reported to be the tutorial services, the orientation, and counseling services. A recommendation included a call for increased efforts to facilitate graduation.

FCC Response

Of the 9 respondents, 6 continued their education at a four-year college (3 graduates) with others actively employed. Majors of those going to a four-year college include business and linguistics. Very few respondents offered information regarding their time at FCC. Several suggested that their courses were not applicable to their jobs and one suggested that better counseling be made available. One respondent was appreciative that night courses were offered.

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