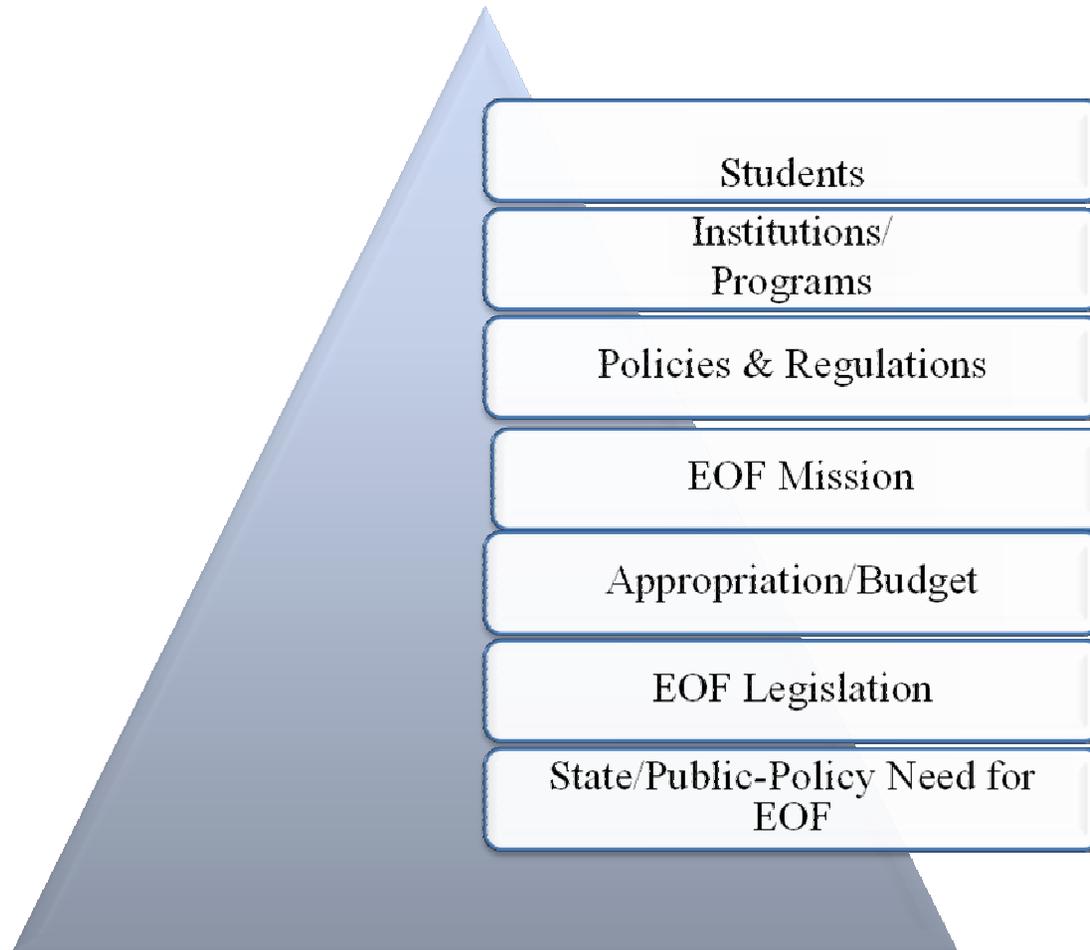


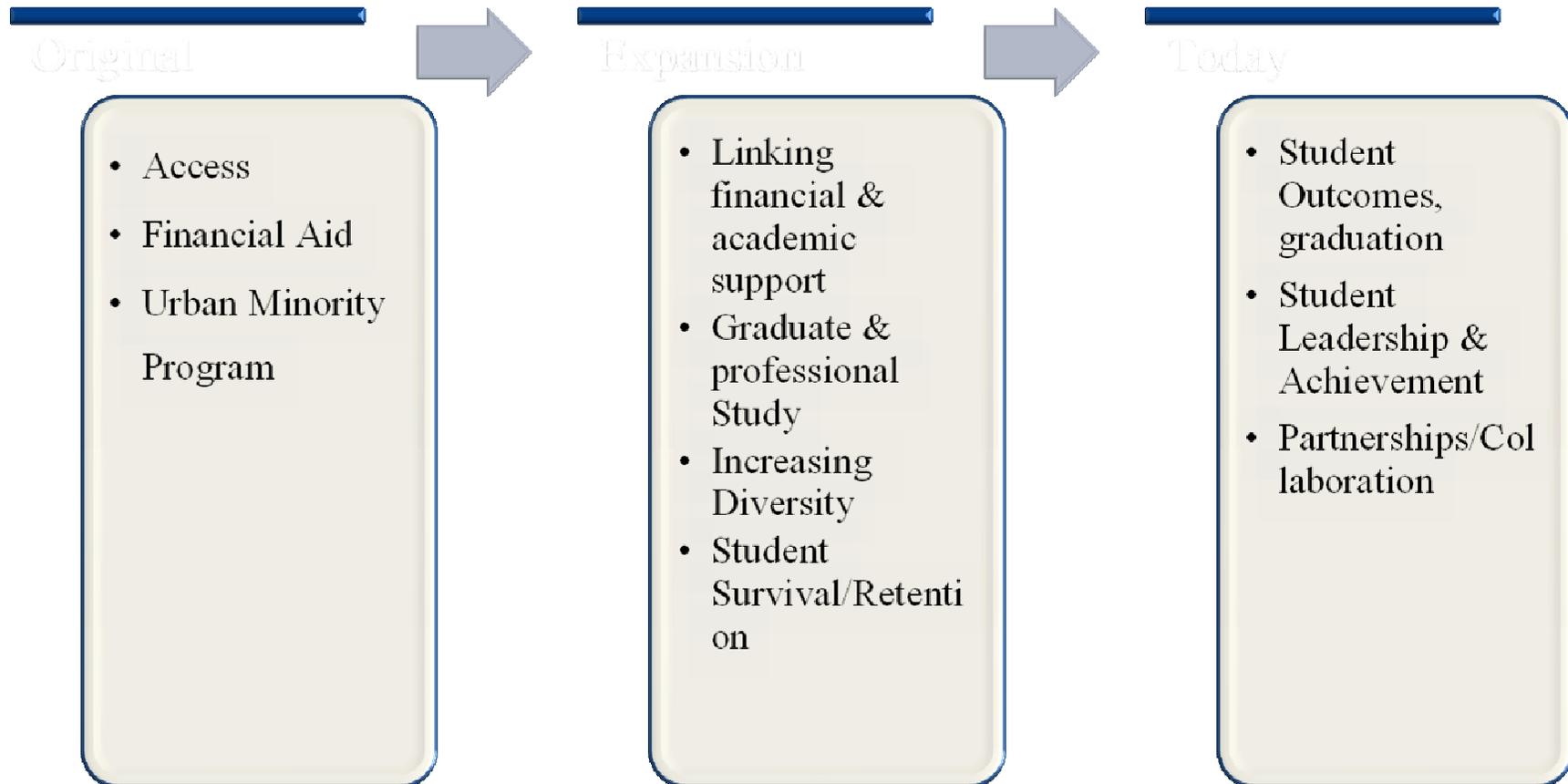
The Business of EOF

Glenn B. Lang, Ed.D
Executive Director, EOF
EOF Counselor Training Institute
June 13, 2006

EOF Overview



Expansion of EOF Mission



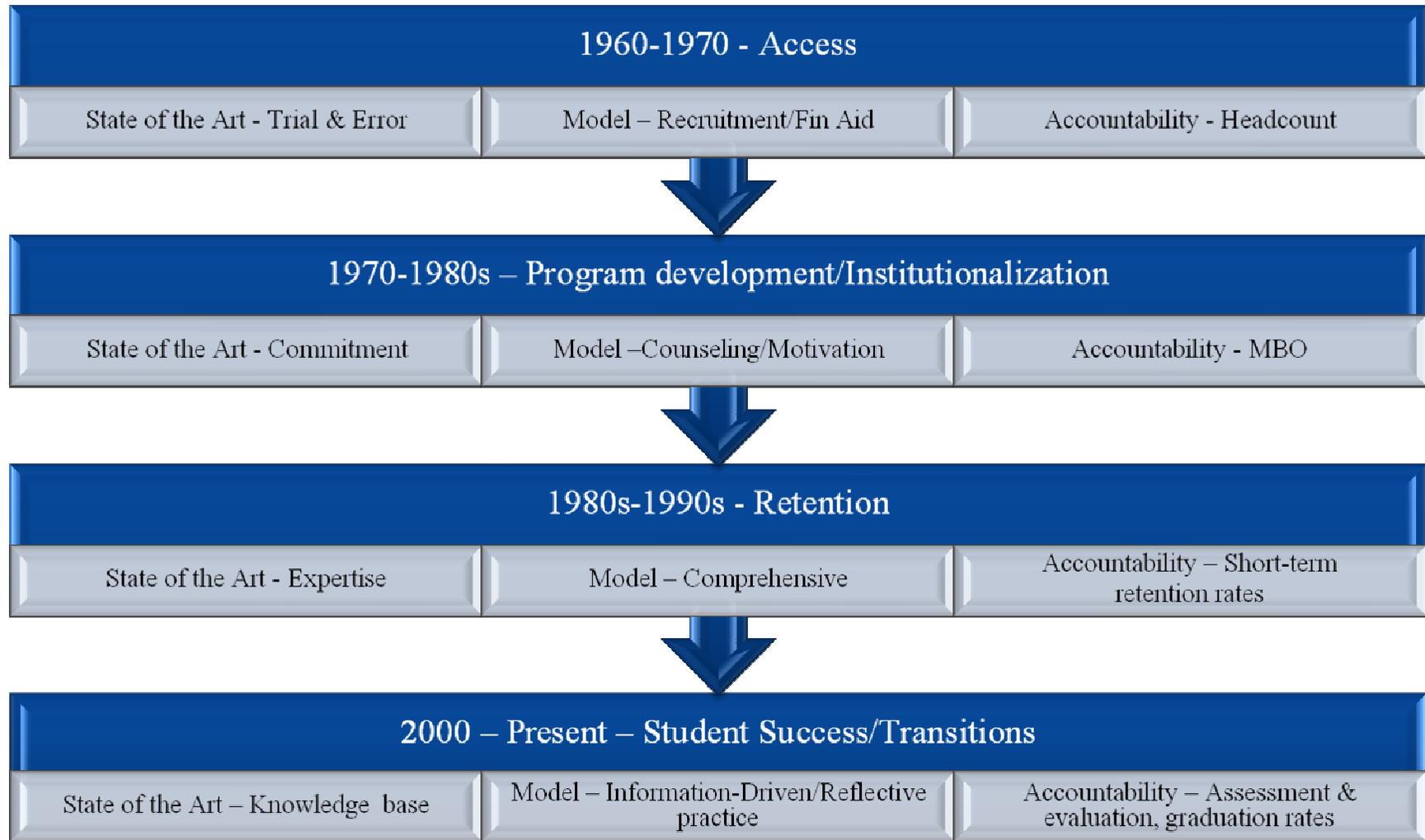
EOF Vision

- Through EOF, NJ will be the national leader in providing access to higher education for students from educationally and economically disadvantaged backgrounds
- EOF will contribute to the preparation of diverse population citizens for entrance into the state's skilled workforce who will also understand the necessity of civic involvement
- Partnership between State, EOF Board, CHE & Institutions is key to future success

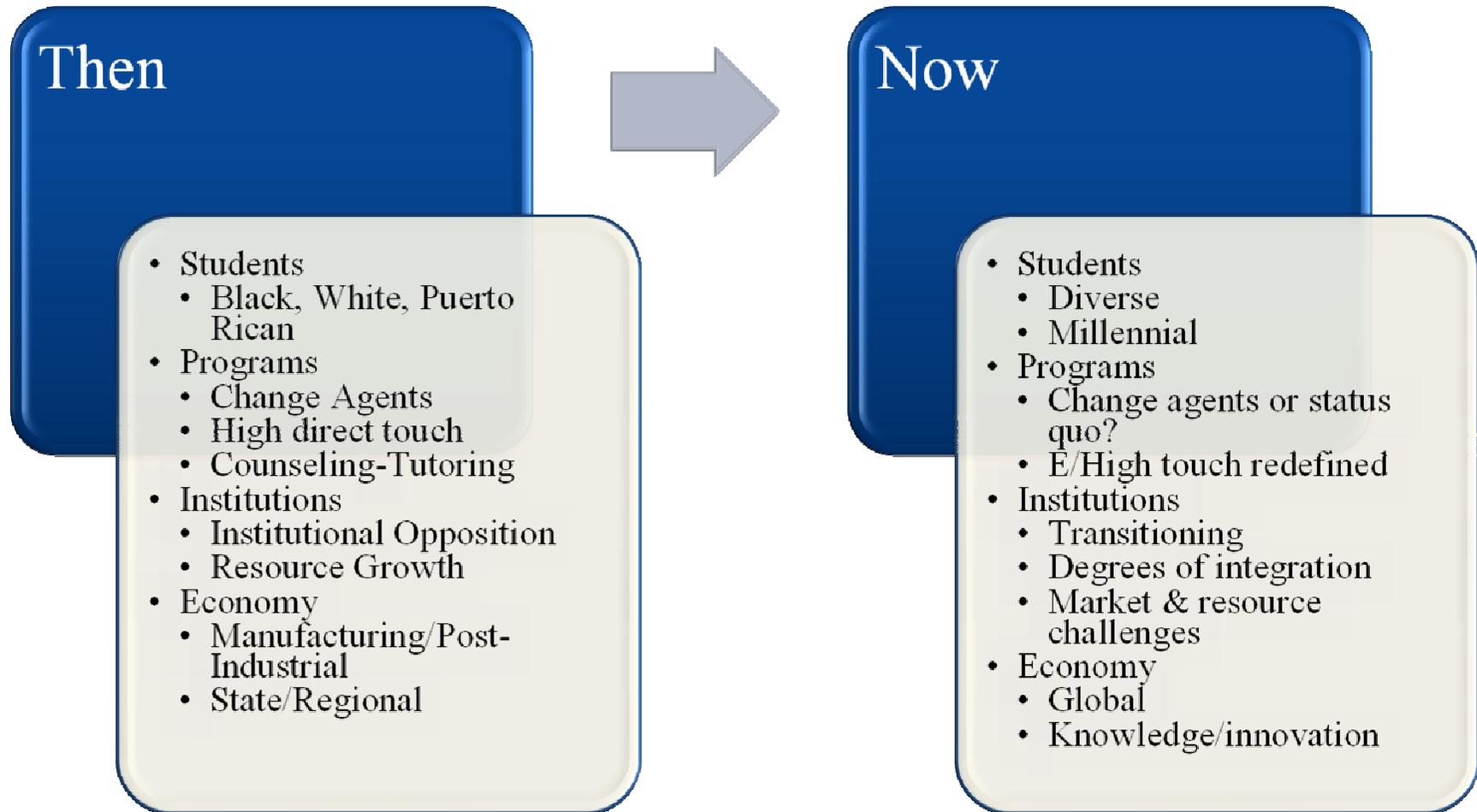
EOF Mission

- EOF contributes to the development of a college-educated public that reflects the diversity of New Jersey. In partnership with New Jersey colleges and universities, the Fund provides access to higher education and support for highly motivated students who exhibit the potential for success, but who come from families/communities disadvantaged by low income and the lack of access to the quality educational preparation necessary to attend college.
- Through its partnership with participating institutions of higher education, the Fund seeks to maximize educational opportunities for EOF students by providing direct program services designed to promote persistence through degree completion. EOF supports innovative educational initiatives, supplemental instruction, support services, and leadership development activities to improve the student's chance of academic success.
- In concert with other sources of student financial assistance, the Fund also attempts to make college affordable for those students who find the costs of higher education an impediment to access and student persistence.

4th Generation Programs



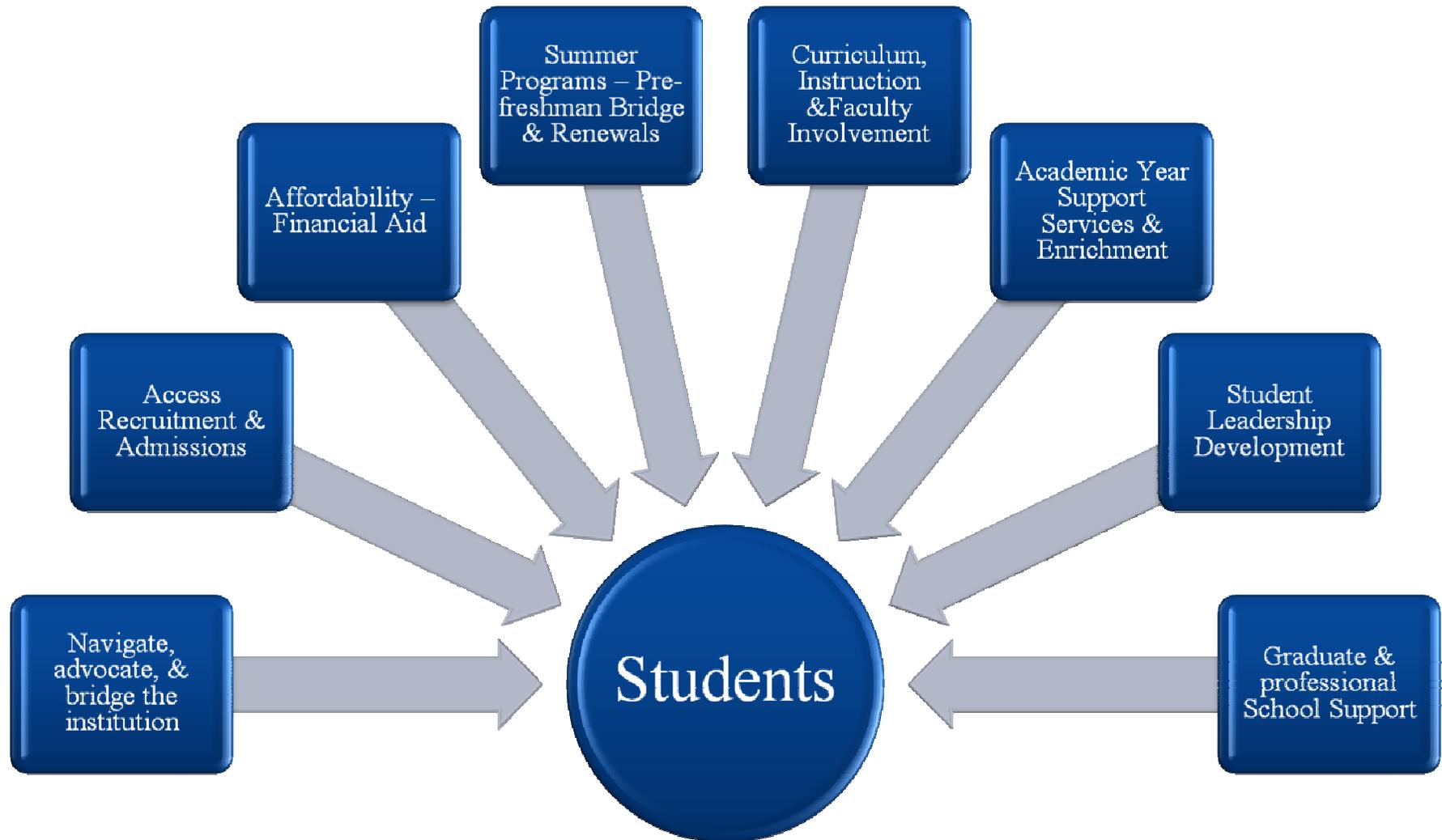
Changing Realities



EOF Based on Best Practices & Research

- Tied to institutional mission & curriculum
- Comprehensive
 - Incorporate student retention research – Tinto, Astin, Bean, Swail
 - Links assessment, academic enrichment, developmental activities, student leadership, support services & financial aid
- Multi-focus
 - Student integration into campus community & institutional change
 - Affective, socio-cultural, & student leadership development components linked to academics
 - Stresses student involvement and responsibility
- Assessment & data-driven
- Student-centered (EOF family)
- Dedicated staff & directors with strong institutional attachments
- Powerful message of success through conscientious effort

EOF Program Model

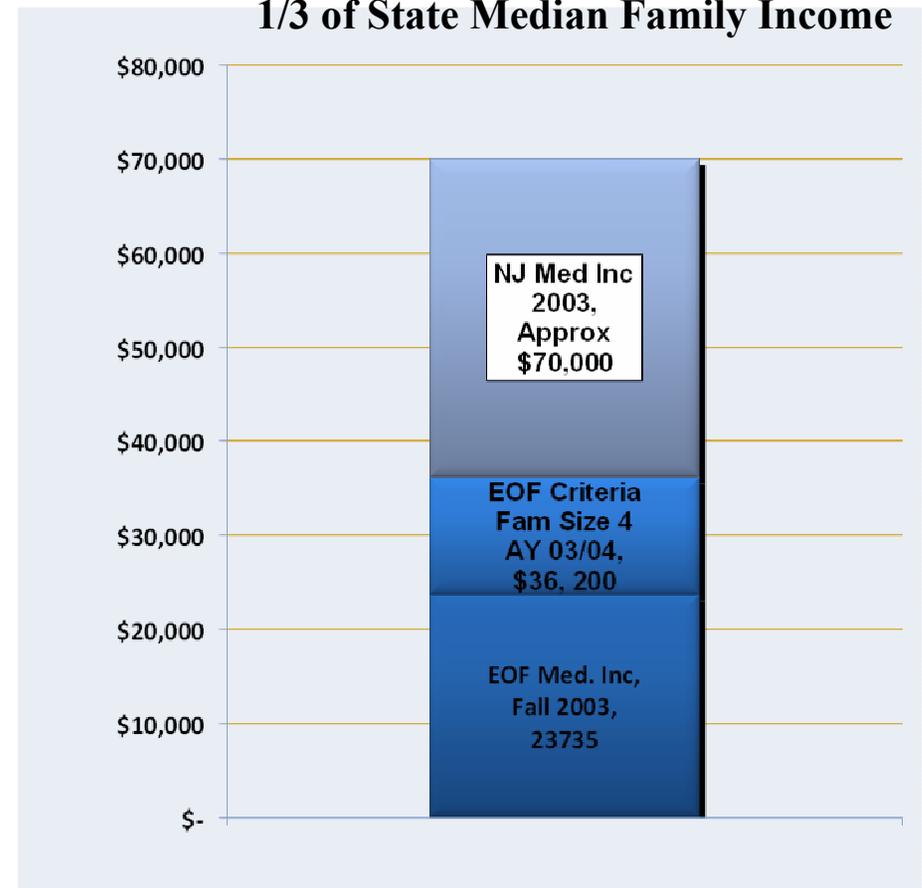


The Budget
Our Students

EOF Eligibility

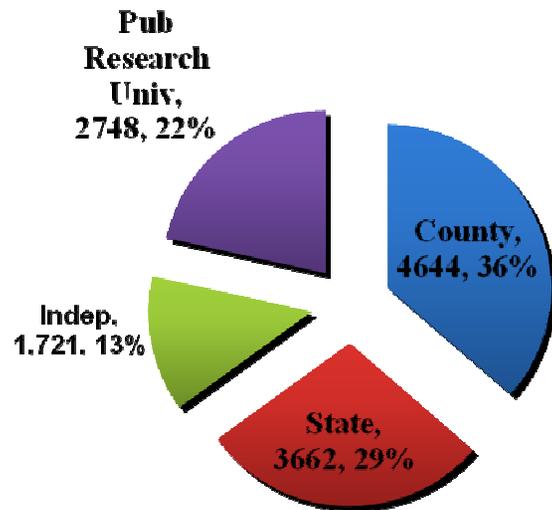
- Income-based/socio-economic program, not race-based
 - Targets Abbott & DFG A and B school districts, & distressed areas
 - 1st generation, low income students
- Eligibility extends up to 200% of poverty level
 - 10% discretionary admissions –
 - 281% poverty level = original 1968 eligibility
- Students must meet institutional admission criteria, as well as financial eligibility
 - Not normally admissible using traditional standardized measures
 - Must use individualized & qualitative assessments of potential
- EOF students must meet standards of academic progress & the same graduation requirements as all other students

Fall 2004 EOF Median Income Is 1/3 of State Median Family Income

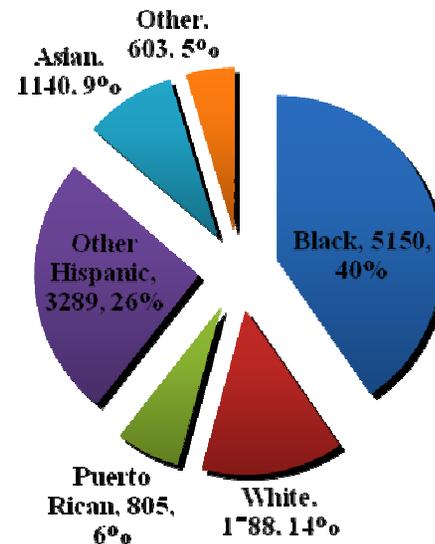


EOF Students, Fall 2004

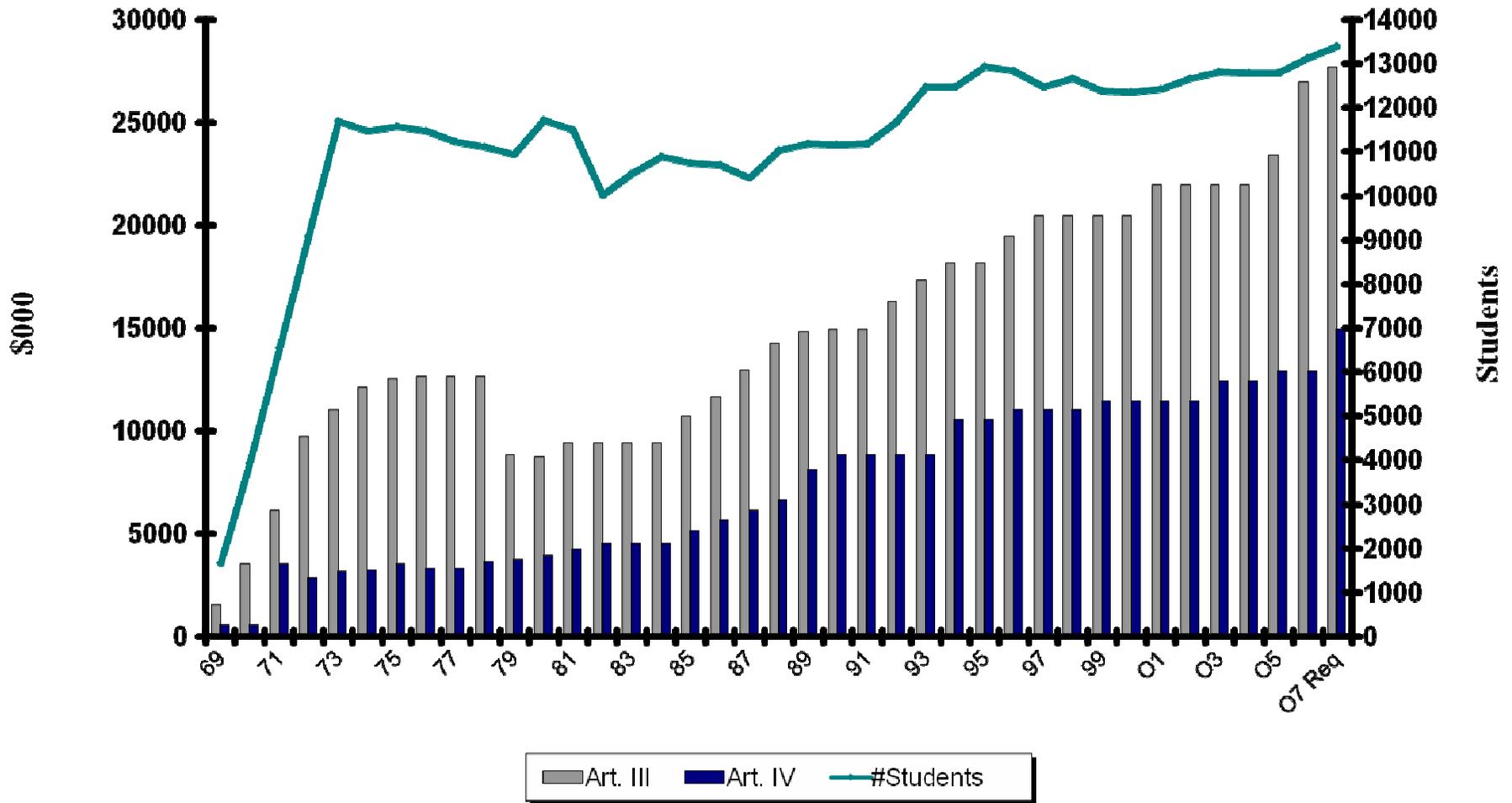
By Sector



By Race/Ethnicity

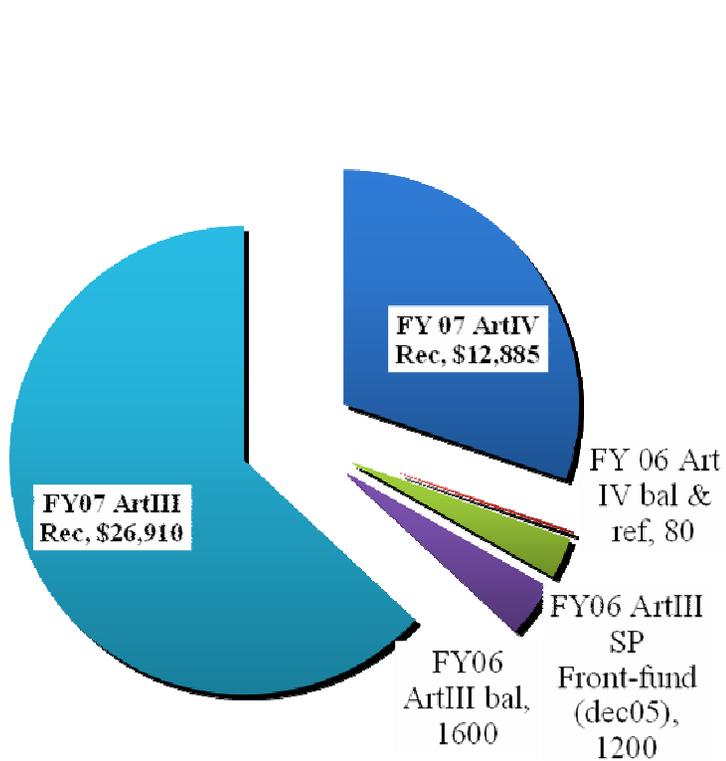


EOF Appropriations History, FY1968 – 2007

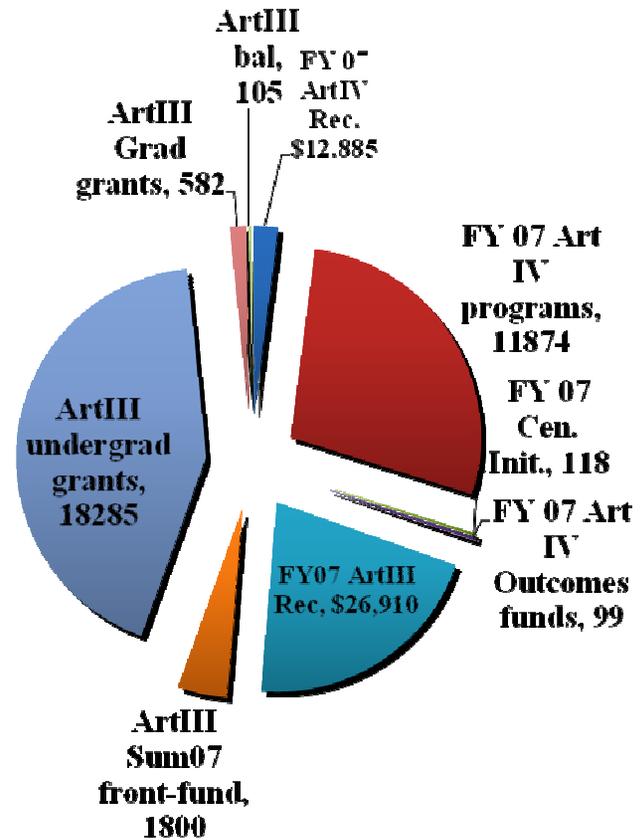


EOF FY2007 Preliminary Allocations

Total Available Funds (4/20/06)



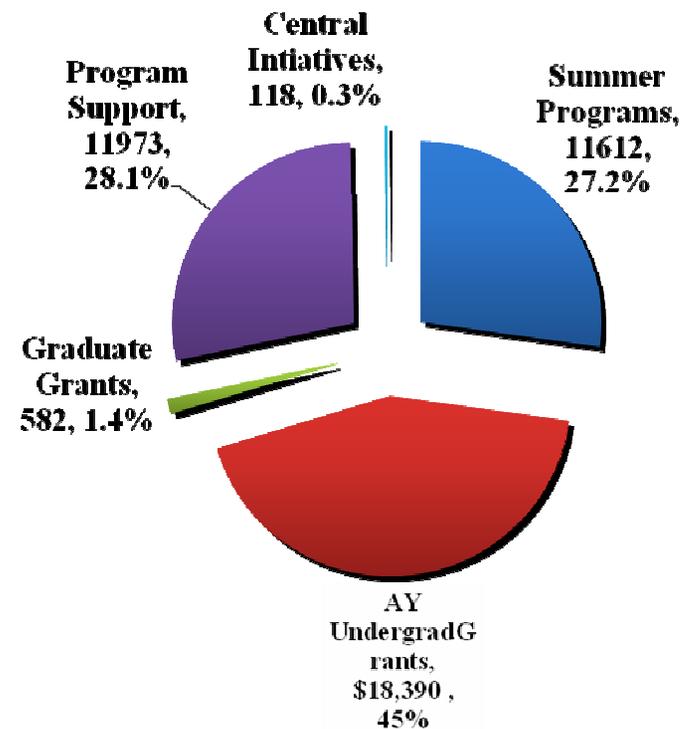
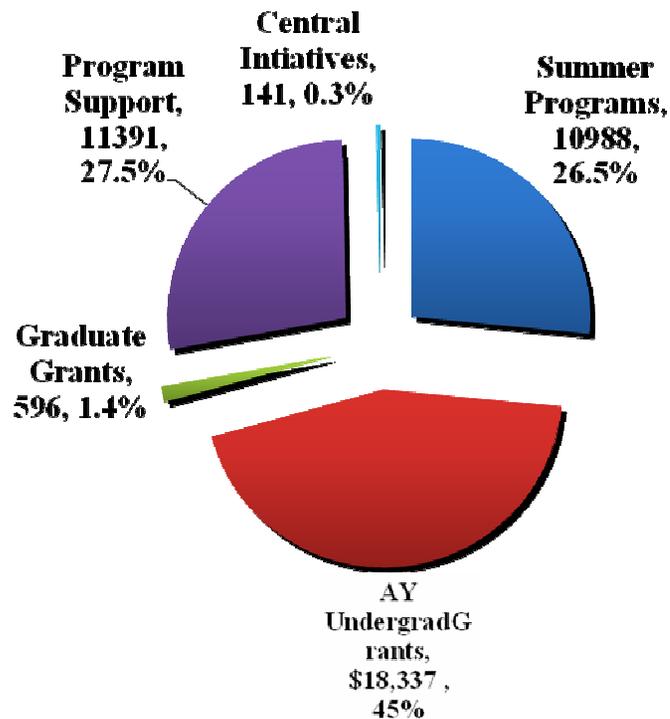
Proposed Allocation by Fund Type (4/20/06)



EOF Allocations by Program Area

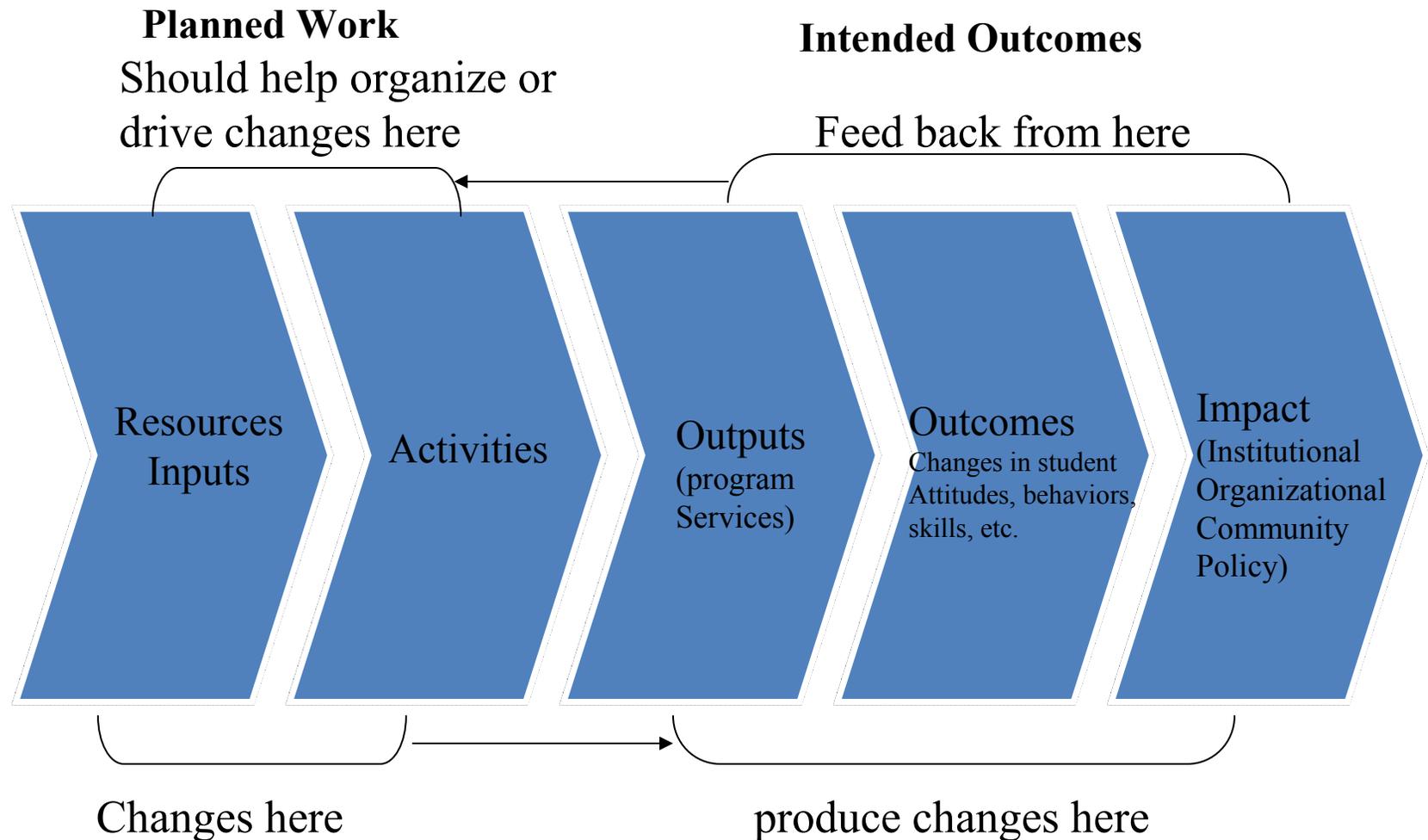
FY 2006 (4/2005)

FY 2007 (4/20/2006)



Examples from Retention Research

Logic Model

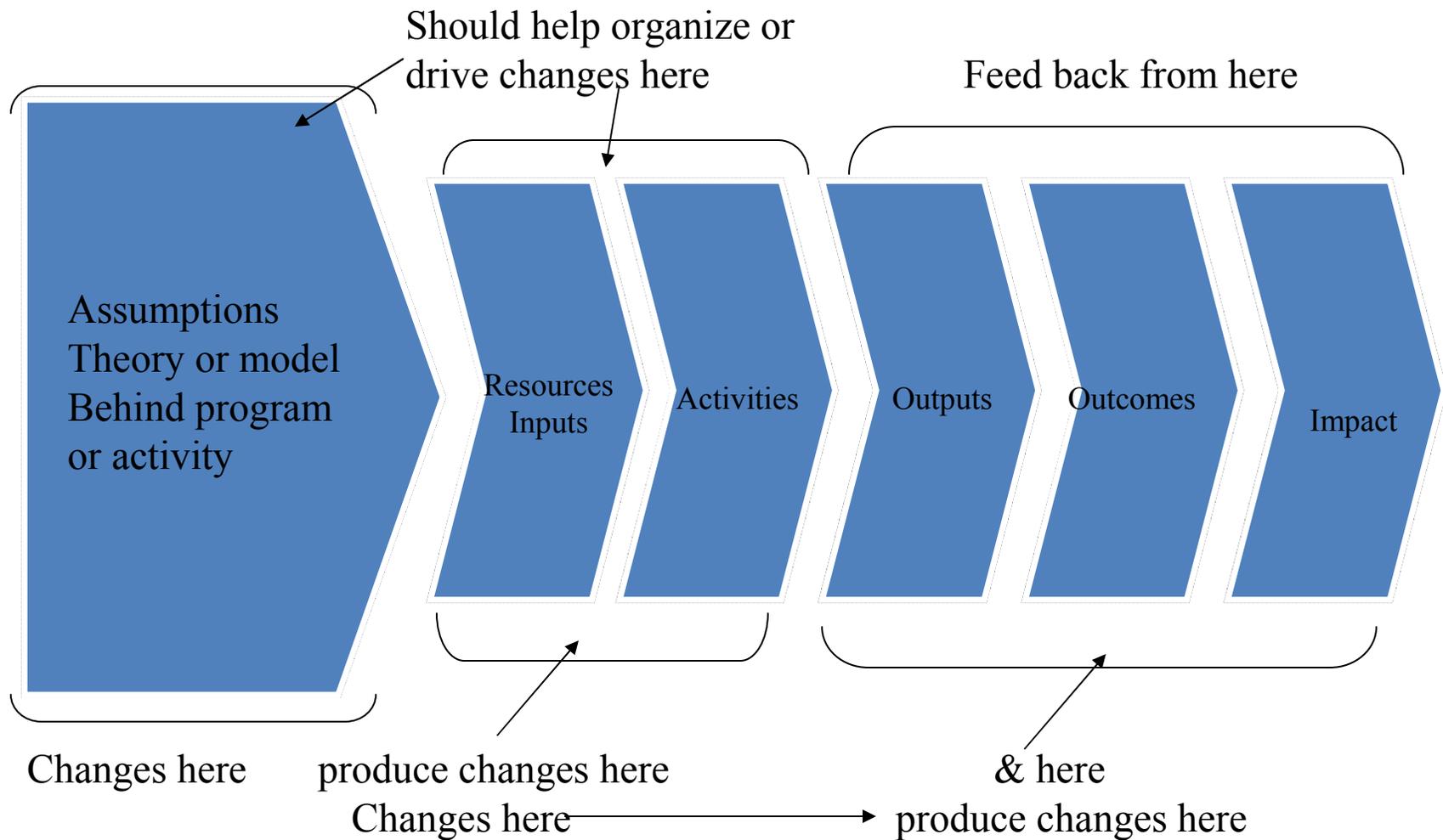


Adapted from “Logic Model Development Guide, W.K. Kellogg Foundation, 2001

Theory –Driven Logic Model

Planned Work

Intended Results

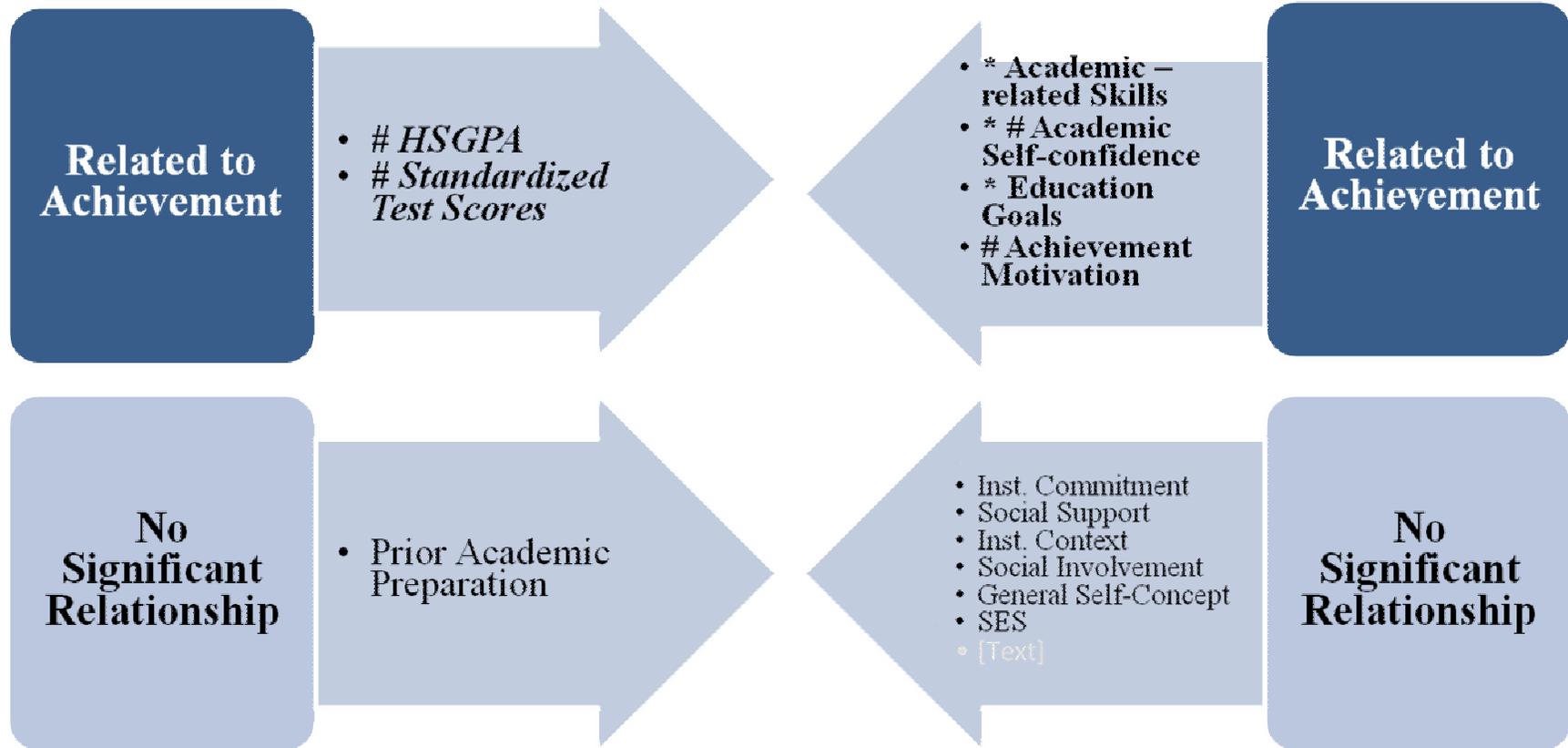


“A program is a theory & an evaluation is its test” Carol Weiss 1998

ACT Study . Strength of Relationship to Student Retention & Performance

Academic factors

Non-Academic factors



* *Strongest Relationship to College Retention*

Strongest Relationship to College GPA

Revisiting the Toolbox (2006)

Language

- Pathway vs. pipeline
- Persistence vs. retention
 - Persistence focuses on student behavior
 - Retention focuses on institutions holding on to students regardless of what is best for the student
- Academic intensity vs. rigor
 - academic intensity of the student's HS curriculum still counts more than anything else in pre-collegiate history in providing momentum toward completing a bachelor's degree.
- Academic momentum
- Expectations vs. aspirations
 - Expectations/anticipations-the consistency & level of their vision of how far they will get in school

Factors related to postsecondary degree attainment

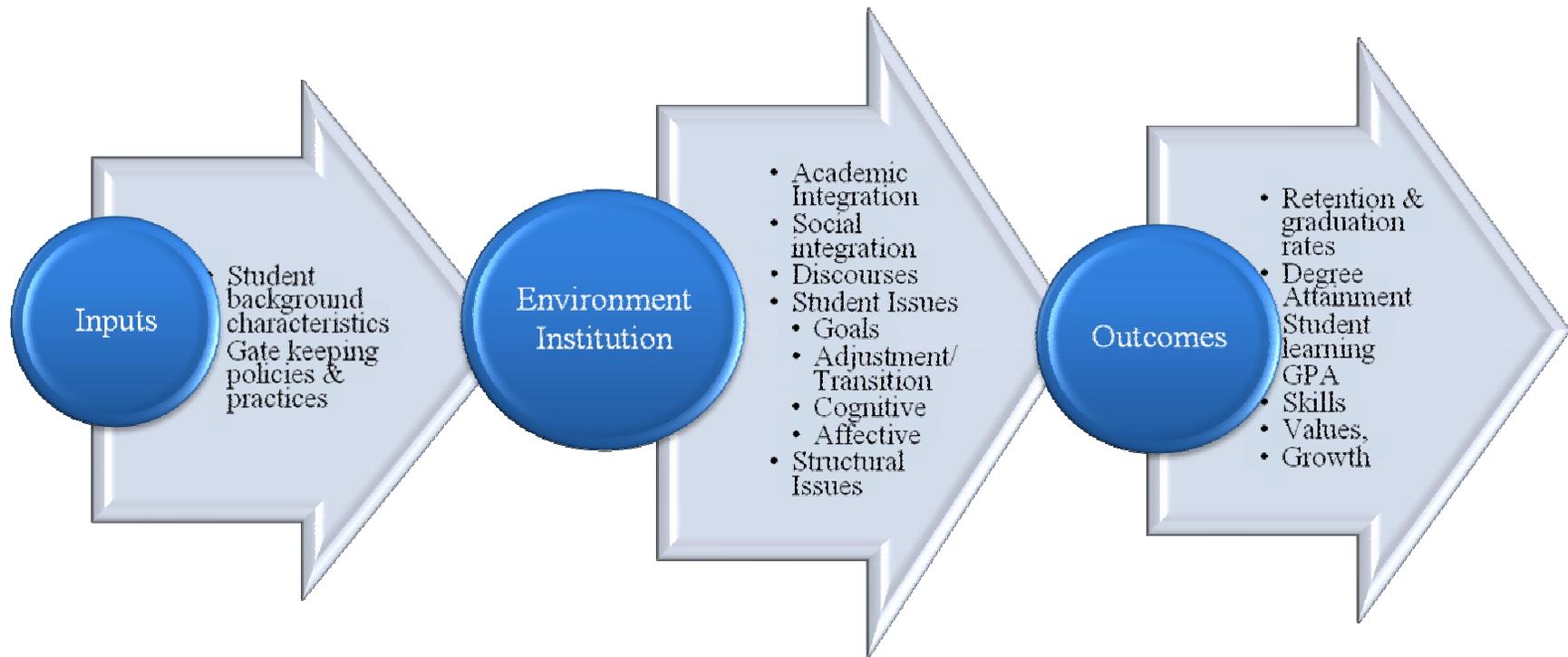
- Each significantly increases graduation prospects for low-income & minorities
- Algebra 2 or above in HS
 - highest level of math reached in HS is key marker in pre-collegiate momentum
- No delay between HS & college
- Quality-of-student-effort
 - Gpa # End of 1st calendar yr, cum gpa @ end of 2nd calendar yr, expectations are distinctly 2ndary to use of academic time & academic performance.
- Summer attendance
 - + factor for black students
 - 4 credits in gateway courses
- Complete at least 20 credits during 1st year
 - < 20 credits significantly decreases likelihood of persistence & graduation
- Limit course withdrawals
 - > students who withdraw from 1 of every 5 courses less likely to persist to graduation
- Socioeconomic status

Source: Adelman, 2006

gblang2006

Student Flow Model

Incorporates Astin's IEO, Tinto, Bean, Lawrence, etc



Model	Basic Tenets	Key Terms/Concepts
Tinto	<p>Focuses on 2 major organizational cultures & students' transition into academic & social culture</p> <p>Student goals & institution commitment usually neglected for integration components of model</p>	<p>Integration (academic/social)</p> <p>Commitments (goals, institution)</p>
Bean/Eaton	<p>Social cognitive concepts to identify key areas that relate to/improve students chances of retention & performance</p>	<p>Self-efficacy</p> <p>Locus of control</p> <p>Coping skills/ stress</p>
Mackie	<p>Student's transition to higher education is a psycho-social experience that impacts of person's sense of self & relationships</p> <p>Provides more detailed (useful) definition of internal & external cultures & students' motivations, commitments & feelings.</p> <p>Separates the transition to college from the notion of retention.</p> <p>Focuses on importance of 1st year as transitional stage</p>	<p>Forces (Enablers vs. Constraints)</p> <p>Integration (social, organizational, environmental)</p> <p>Motivations</p> <p>Commitments</p>
Lawrence	<p>Students' transition as a cross-cultural opposed to an assimilationist or integrationist experience</p> <p>More sophisticated analysis of colleges as organization of many sub-cultures that students must learn multiple discourses (languages and ways of operation)</p> <p>Incorporates social cognitive elements of self-efficacy and self-regulation</p>	<p>Discourses</p> <p>Self-reflection/efficacy</p> <p>Practice (critical, cultural, self-reflection)</p>
Swail	<p>Student focused</p> <p>Examines the strengths & weaknesses of both students and institutions/programs capacities to adequately serve students</p>	<p>Geometry</p> <p>Social, Cognitive, institutional</p>

Major Retention Models

Tinto

- Focuses on 2 major organizational cultures & students' transition into academic & social culture
- Student goals & institution commitment usually neglected for integration components of model

Bean & Eaton

- Social cognitive concepts to identify key areas that relate to/improve students chances of retention & performance
 - Self-efficacy, Coping skills/stress/ locus of control

Mackie

- Student's transition to higher education is a psycho-social experience that impacts of person's sense of self & relationships
- Separates the transition to college from the notion of retention.
- Focuses on importance of 1st year as transitional stage
- Students' transition as a cross-cultural opposed to an assimilationist or integrationist experience

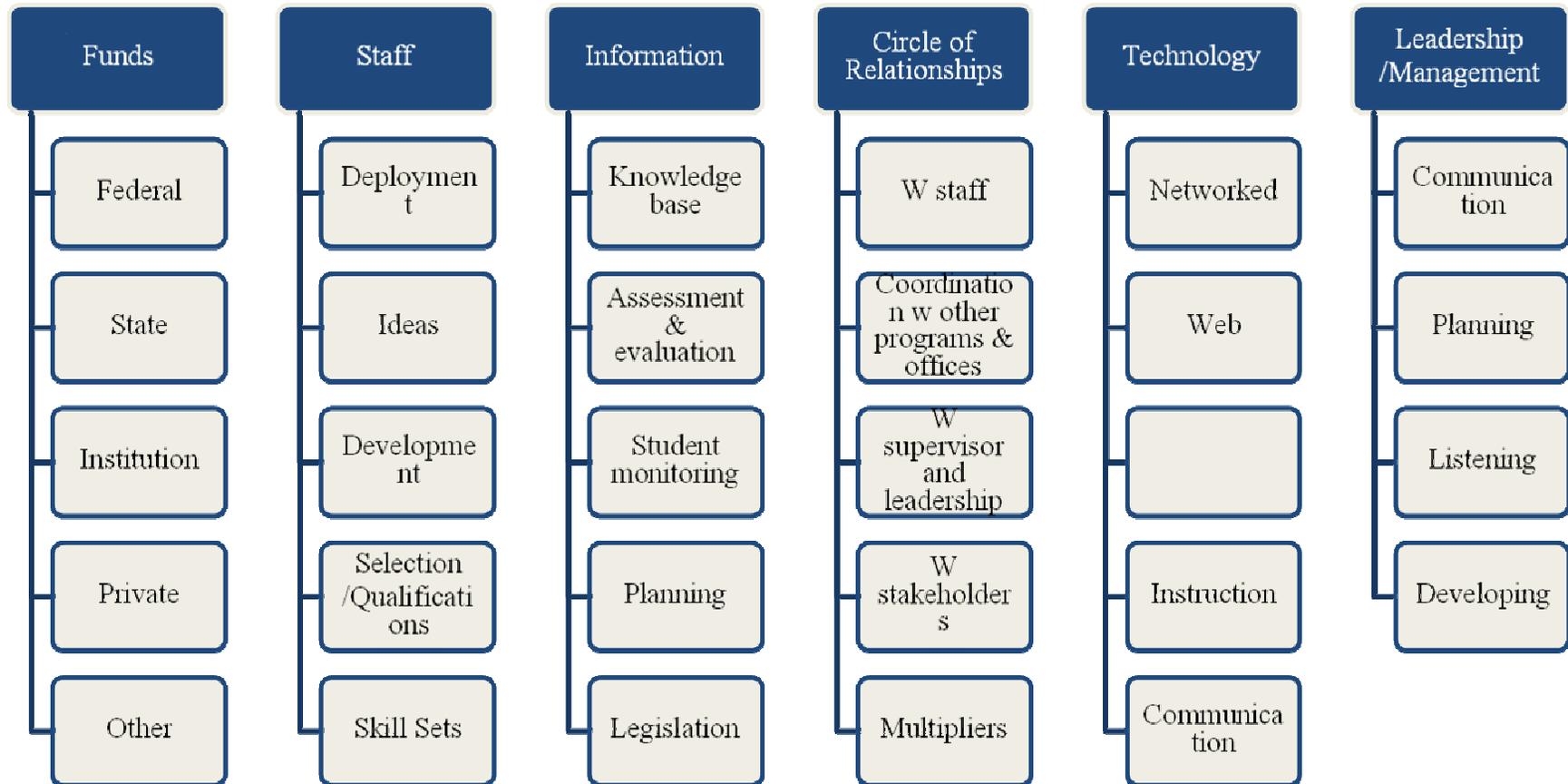
Lawrence

- Incorporates social cognitive elements of self-efficacy and self-regulation
- Colleges as organization of many sub-cultures that students must learn multiple discourses (languages and ways of operation)

Swail

- Student focused
- Examines the strengths & weaknesses of both students and institutions/programs capacities to adequately serve students

Program Resource Toolkit

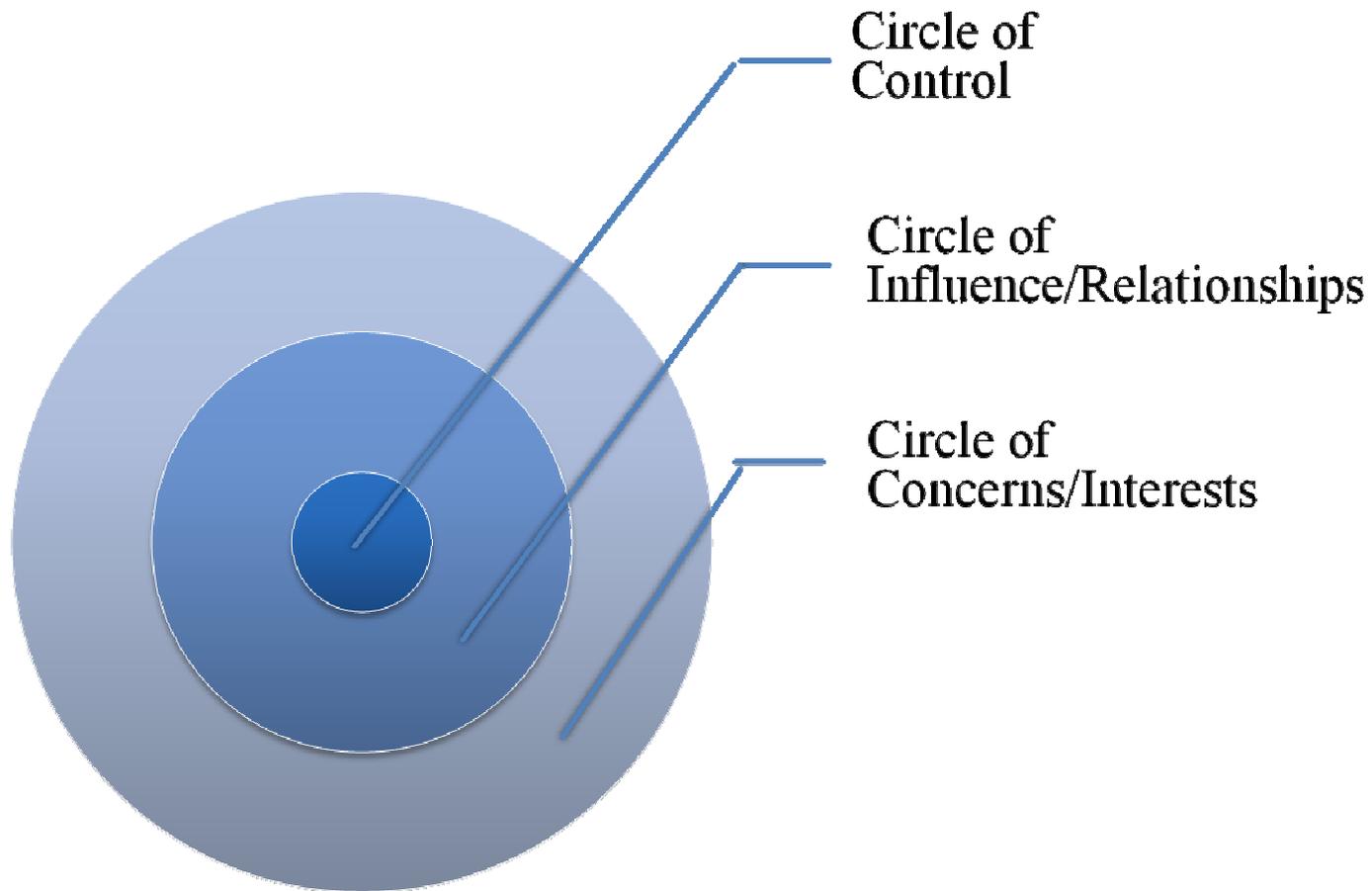


Appreciative Inquiry (AI)

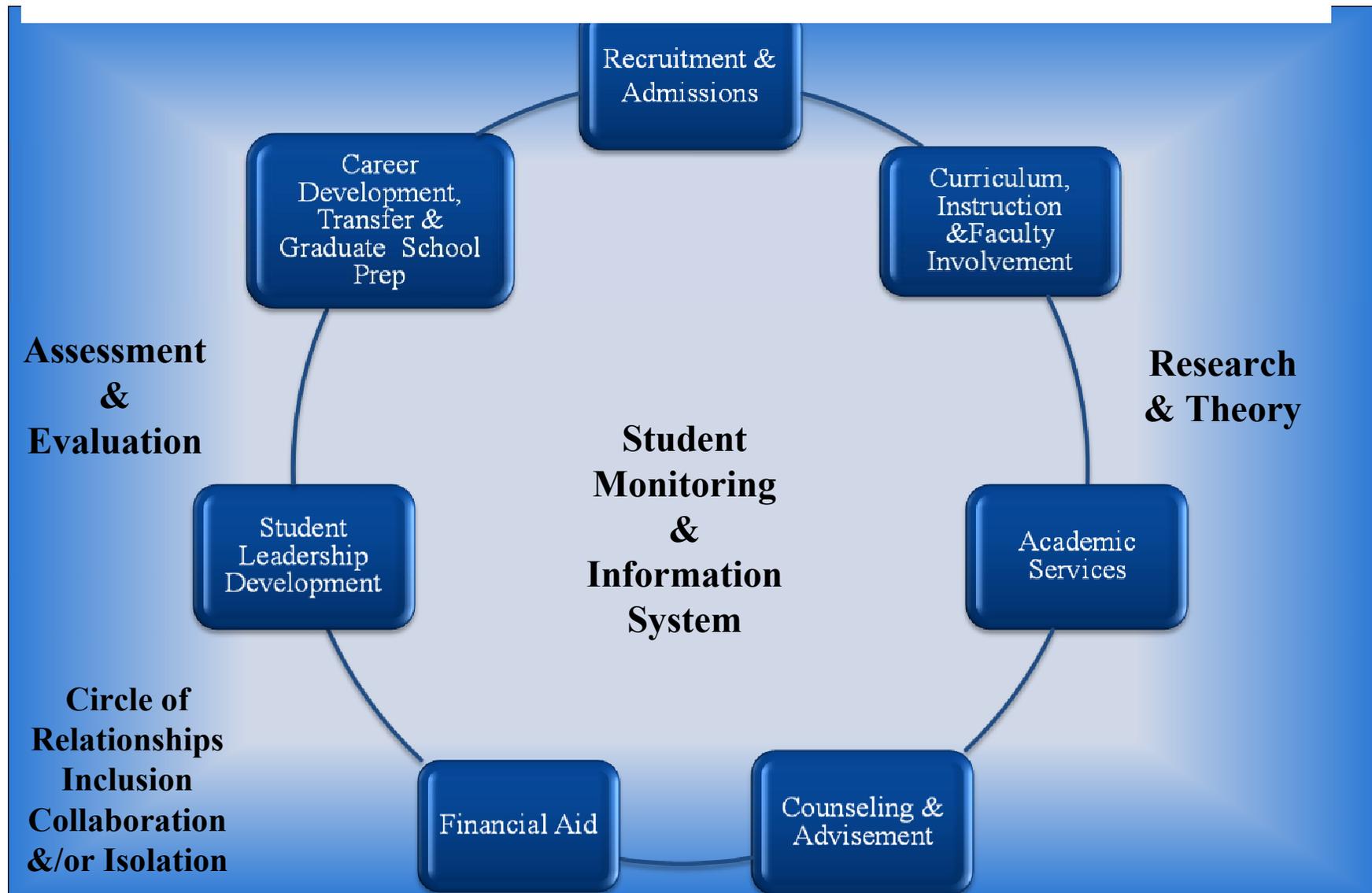
- Facilitated approach to organizational planning & change
- Asks, “what is working well around here & how do we build on it?”
- Developed as a positive change agent model for organization & group work, may have promise for work with individuals.
- 4 stage process
 - Discovery
 - Dreaming
 - Design
 - Delivery

Circle of Concerns

- Influence/Relationships



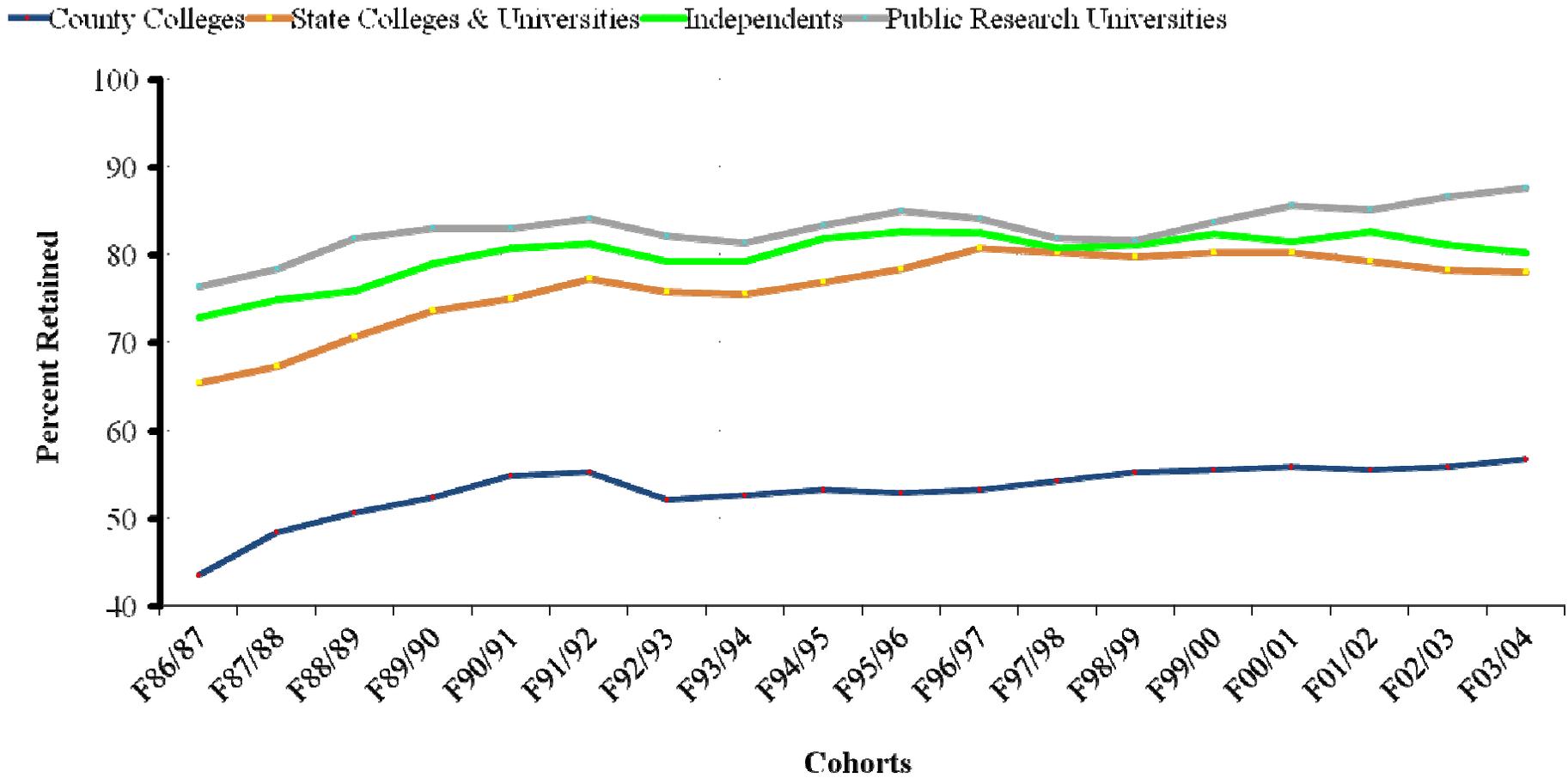
EOF Retention Model



EOF Results

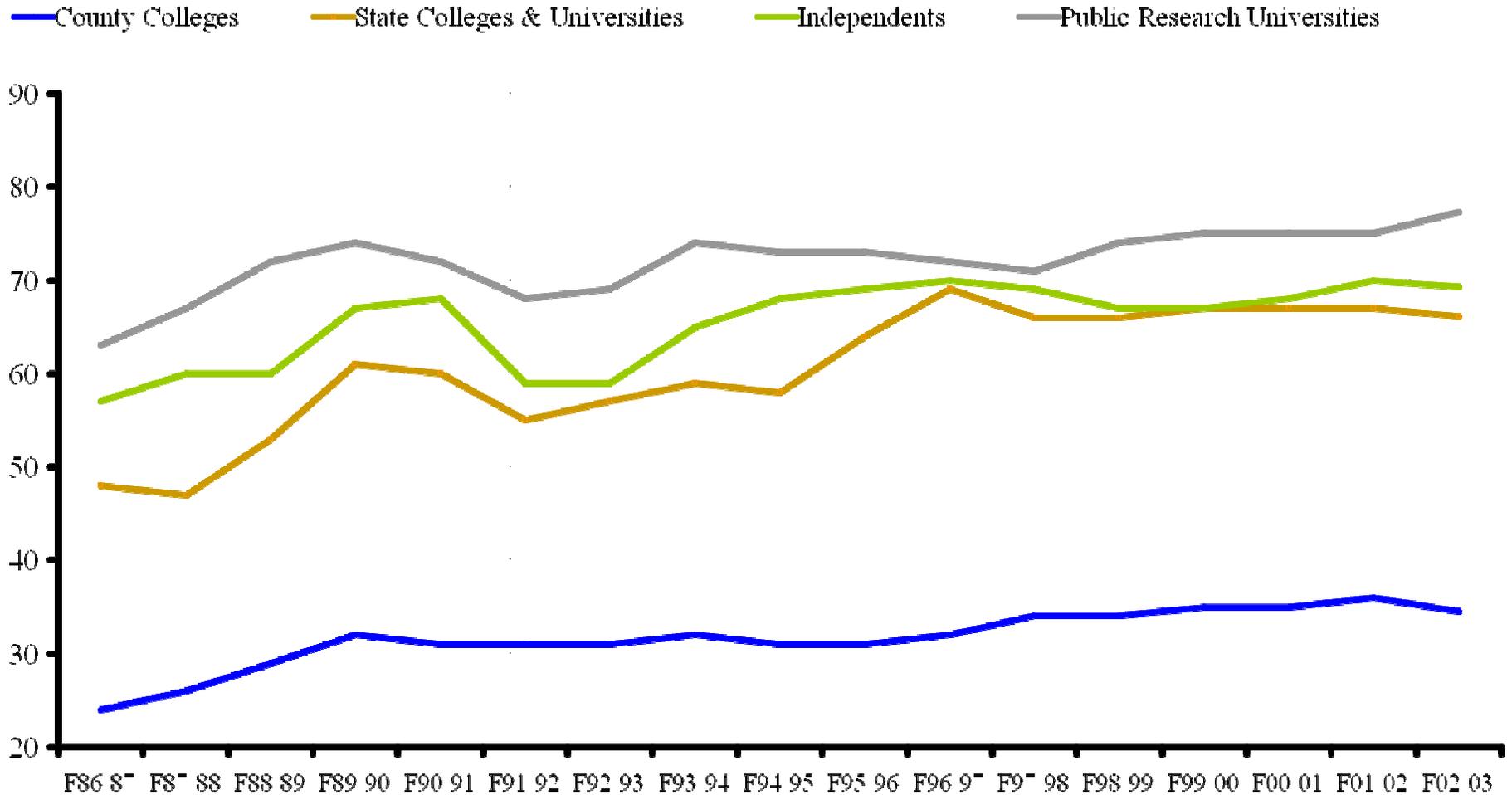
EOF Outcomes

3rd Semester Cohort Retention Rates
Fall 1986 – Fall 2004 Freshman Cohorts
(2 Yr Moving Averages)



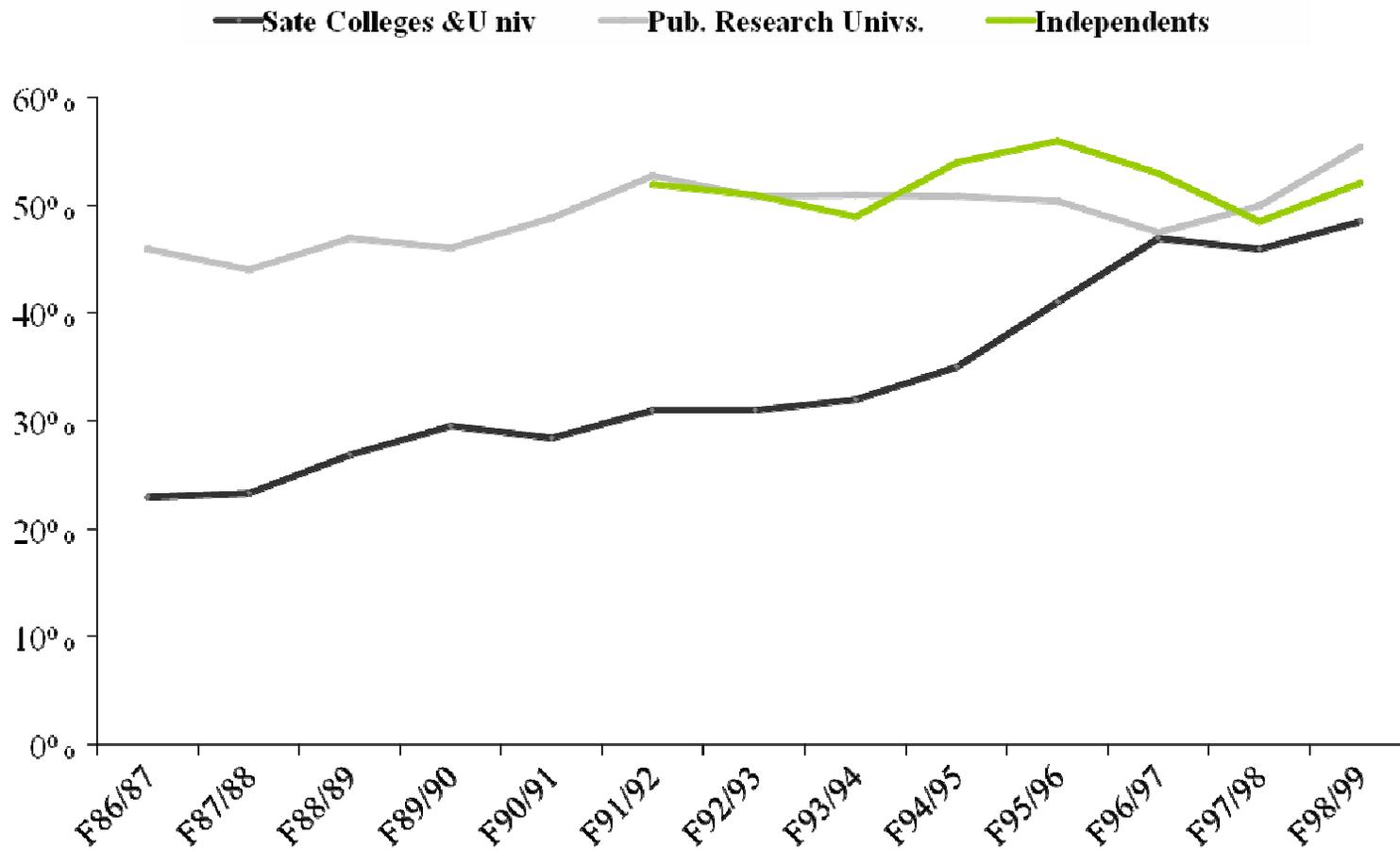
EOF Outcomes

5th Semester Cohort Retention Rates
Fall 1986 – Fall 2003 Freshman Cohorts
(2 Yr Moving Averages)

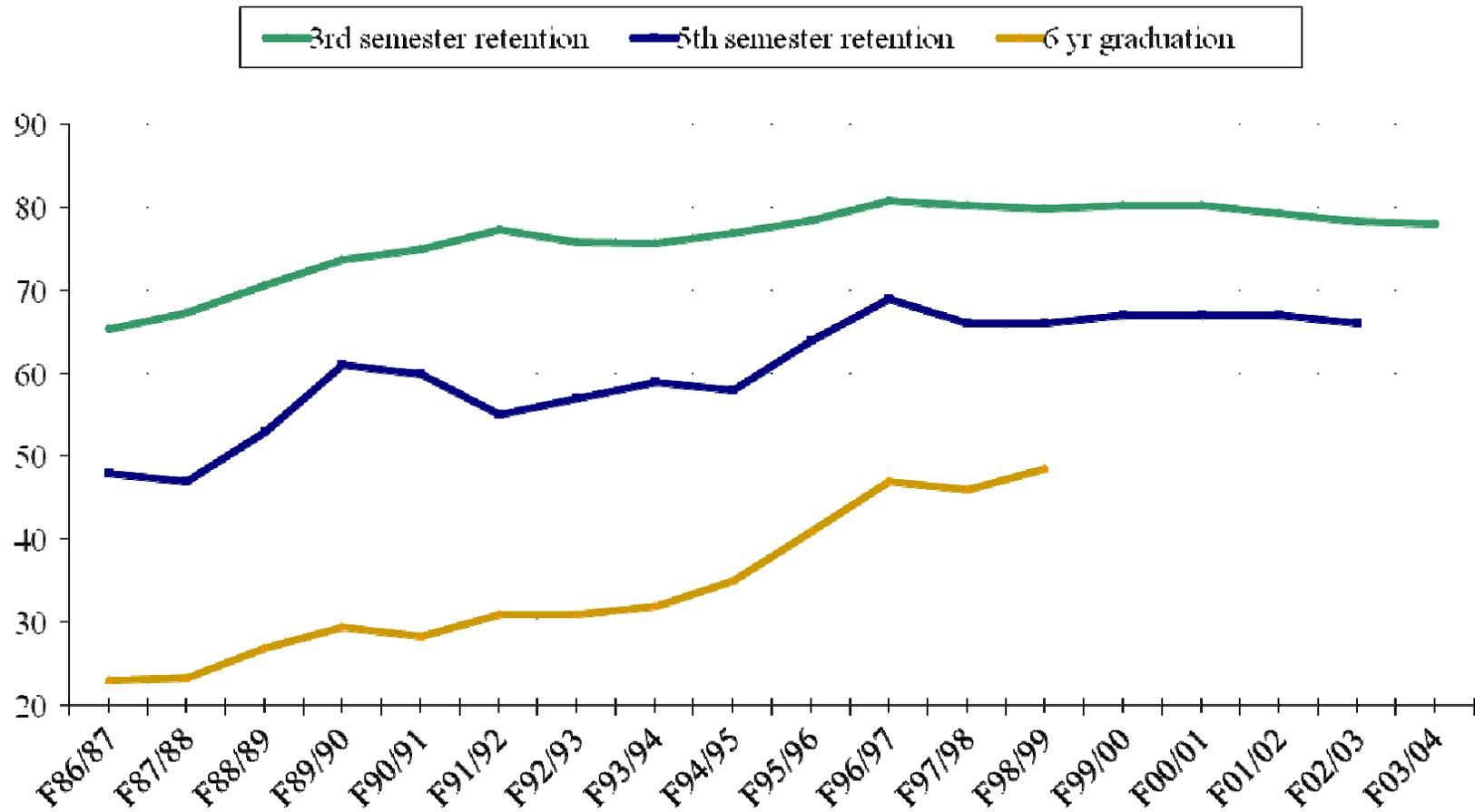


EOF Outcomes

6-Yr Sector Average Cohort Graduation Rates (2 Yr Moving Averages)



EOF Cohort Retention & Graduation Rates State College & Universities Improving Over Time 2-Year Moving Averages



EOF Outcomes

4-Yr County College Cohort Success Rates

