The Business of EOF

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EOF Overview

- Students
- Institutions/Programs
- Policies & Regulations
- EOF Mission
- Appropriation/Budget
- EOF Legislation
- State/Public-Policy Need for EOF
Expansion of EOF Mission

**Original**
- Access
- Financial Aid
- Urban Minority Program

**Expansion**
- Linking financial & academic support
- Graduate & professional Study
- Increasing Diversity
- Student Survival/Retention

**Today**
- Student Outcomes, graduation
- Student Leadership & Achievement
- Partnerships/Collaboration
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

1960-1970 - Access
- State of the Art: Trial & Error
- Model: Recruitment/Fin Aid
- Accountability: Headcount

1970-1980s – Program development/Institutionalization
- State of the Art: Commitment
- Model: Counseling/Motivation
- Accountability: MBO

1980s-1990s - Retention
- State of the Art: Expertise
- Model: Comprehensive
- Accountability: Short-term retention rates

2000 – Present – Student Success/Transitions
- State of the Art: Knowledge base
- Model: Information-Driven/Reflective practice
- Accountability: Assessment & evaluation, graduation rates
Changing Realities

Then
- Students
  - Black, White, Puerto Rican
- Programs
  - Change Agents
  - High direct touch
  - Counseling-Tutoring
- Institutions
  - Institutional Opposition
  - Resource Growth
- Economy
  - Manufacturing/Post-Industrial
  - State/Regional

Now
- Students
  - Diverse
  - Millennial
- Programs
  - Change agents or status quo?
  - E/High touch redefined
- Institutions
  - Transitioning
  - Degrees of integration
  - Market & resource challenges
- Economy
  - Global
  - Knowledge/innovation
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

Muraskin, 1998, Best practices” in Student Support Services: A study of five exemplary sites. Follow-up Study of Student Support Services Programs
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 used individualized & qualitative assessments of potential
- EOF students must meet standards of academic progress & the same graduation requirements as all other students

Source: NJ Median Family Income - US Census, American Community Survey, 2003 Data File Table 3
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


- Program Support, 11391, 27.5%
- Central Initiatives, 141, 0.3%
- Summer Programs, 10988, 26.5%
- Graduate Grants, 596, 1.4%
- AY Undergrad Grants, $18,337, 45%

FY 2007 (4/20/2006)

- Program Support, 11973, 28.1%
- Central Initiatives, 118, 0.3%
- Summer Programs, 11612, 27.2%
- Graduate Grants, 582, 1.4%
- AY Undergrad Grants, $18,390, 45%
Examples from Retention Research
Logic Model

Planned Work
Should help organize or drive changes here

Resources
Inputs

Activities

Outputs
(program Services)

Outcomes
Changes in student Attitudes, behaviors, skills, etc.

Impact
(Institutional Organizational Community Policy)

Intended Outcomes
Feed back from here

Changes here
produce changes here

Theory –Driven Logic Model

Planned Work

Intended Results

Assumptions
Theory or model
Behind program or activity

Resources
Inputs

Activities

Outputs

Outcomes

Impact

Changes here
produce changes here
Changes here
produce changes here
& here
produce changes here

Should help organize or drive changes here

Feed back from here

“A program is a theory & an evaluation is its test” Carol Weiss 1998
ACT Study: Strength of Relationship to Student Retention & Performance

Academic factors
- Related to Achievement
  - # HSGPA
  - # Standardized Test Scores
- No Significant Relationship
  - Prior Academic Preparation

Non-Academic factors
- Related to Achievement
  - * Academic - related Skills
  - * # Academic Self-confidence
  - * Education Goals
  - * Achievement Motivation
- No Significant Relationship
  - Inst. Commitment
  - Social Support
  - Inst. Context
  - Social Involvement
  - General Self-Concept
  - SES
  - [Text]

* Strongest Relationship to College Retention
# Strongest Relationship to College GPA
Revisiting the Toolbox (2006)

**Language**
- **Pathway vs. pipeline**
  - Persistence focuses on student behavior
  - Retention focuses on institutions holding on to students regardless of what is best for the student
- **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

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*Note: The visual elements in the image are not translatable into text.*
Student Flow Model
Incorporates Astin’s IEO, Tinto, Bean, Lawrence, etc
<table>
<thead>
<tr>
<th>Model</th>
<th>Basic Tenets</th>
<th>Key Terms/Concepts</th>
</tr>
</thead>
</table>
| Tinto     | Focuses on 2 major organizational cultures & students’ transition into academic & social culture  
            | Student goals & institution commitment usually neglected for integration components of model | Integration (academic/social)  
            |                                      | Commitments (goals, institution)   |
| Bean/Eaton| Social cognitive concepts to identify key areas that relate to/improve students chances of retention & performance | Self-efficacy  
            |                                      | Locus of control  
            |                                      | Coping skills/stress               |
| Mackie    | Student’s transition to higher education is a psycho-social experience that impacts of person’s sense of self & relationships  
            | Provides more detailed (useful) definition of internal & external cultures & students’ motivations, commitments & feelings.  
            | Separates the transition to college from the notion of retention.  
            | Focuses on importance of 1st year as transitional stage | Forces (Enablers vs. Constraints)  
            |                                      | Integration (social, organizational, environmental)  
            |                                      | Motivations  
            |                                      | Commitments                           |
| Lawrence  | Students’ transition as a cross-cultural opposed to an assimilationist or integrationist experience  
            | More sophisticated analysis of colleges as organization of many subcultures that students must learn multiple discourses (languages and ways of operation)  
            | Incorporates social cognitive elements of self-efficacy and self-regulation | Discourses  
            |                                      | Self-reflection/efficacy  
            |                                      | Practice (critical, cultural, self-reflection) |
| Swail     | Student focused  
            | Examines the strengths & weaknesses of both students and institutions/programs capacities to adequately serve students | Geometry  
            |                                      | Social, Cognitive, institutional |
## Major Retention Models

<table>
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<tr>
<th>Model</th>
<th>Description</th>
</tr>
</thead>
<tbody>
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<td>Student focused. Examines the strengths &amp; weaknesses of both students and institutions/programs capacities to adequately serve students.</td>
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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

Circle of Concerns/Interests
Circle of Influence/Relationships
Circle of Control
EOF Results
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