EQUAL OPPORTUNITY PLANNING COMMITTEE
PROPOSAL NARRATIVE EXAMPLE

Note: This example proposal is only intended as a guide for what EOPC proposals should look like when complete and the type of information that should appear in each cell. The example should not be taken as a "model" EOPC proposal from a conceptual or methodological perspective.

After you complete this template, please attach the Title Page **for both proposal and program evaluations** (i.e., for program evaluations, attach the original Title Page that you developed for your proposal).

Type only inside cells. Cells will expand as necessary as you type. Do not type in cells where the text is <mark>highlighted in yellow</mark>.

Questions in red should only be filled out when completing this template as part of your program evaluation. Do not fill in cells to these questions when writing the proposal. For student recruitment and retention programs, additional evaluation information is required in addition to what is required on this template. See the Evaluation section of this website at www.equity.psu.edu/eopc/evaluations.asp for more information.

Introductory Information

Name of Program

College Mastery Program (CMP)

Have any of the program directors been directly involved in other EOPC programs (i.e., proposal writer, program director)? If so, please provide the name of the person(s) and of the program(s).

No

If this proposal is an academic year proposal, is it a continuation of an EOPC-funded summer program? If so, indicate the name of the summer program and the amount of EOPC funding that was provided for the summer program below.

This proposal is for an academic year program that will continue into the summer session.

If this proposal is a renewal proposal, how many years has this program been funded already (i.e., prior to this proposal)?

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If this proposal is a renewal proposal, please provide a statement regarding your current plans for funding this program in future years without EOPC support.

Our unit is planning to use enhancement funds to partially fund this program in future years. Also, the project director is exploring outside grants that might be used to fund the program.

Program Goals

Target Population - Please include the following in the target population: 1) number of proposed participants (use the same number you used on the title page) and 2) a specific demographic profile of the target population (do not use words like "minority" or "underrepresented"; instead, use specific descriptions such as "African American," "students with learning disabilities," etc.).

1) At least 25 students for the spring phase of the program and at least 10 students for the summer phase (see narrative under "Overall Purpose and Method of the Program" for more information on the spring and summer phases of the program); 2) Second-semester students of color, i.e., African/Black American, American Indian/Alaskan Native, Asian & Pacific American, and Latino/Hispanic American (ethnic code 1-4B) students whose first-semester GPAs are 1.50-2.25. Only students from this GPA range are selected because those who are above a 2.25 after their first semester don't need the program as much as those in the target population, and students who are below a 1.50 are unlikely to be helped significantly by the program.

PROGRAM EVALUATION ONLY: Did the actual program population match the target population in terms of both 1) the actual number of participants served and 2) demographic profile? If not, please explain. Were any changes to the target population approved by EOPC prior to the beginning of the program? If not, why not?

Problem Statement

Many students have difficulty making the transition to academics in college and student life, and problems associated with this transition cause some to leave college, often after their first or second year even though they have the ability to succeed. For students of color at predominantly White institutions, problems with this transition are made worse by factors associated with race and ethnicity. As indicated in Bowen and Bok's *The Shape of the River*, even when controlling for academic preparedness as measured by SAT scores, African American students graduate at somewhat lower rates than their White counterparts (pp. 59-60). At Penn State, all students of color have lower graduation rates than for White students.

Overall Purpose and Method of the Program

CMP proposes to assist students in the target population in making the transition to Penn State through academic advising and counseling, academic support workshops, tutoring, study sessions, mentoring, and career exploration. The program will occur during the spring semester of the participants' first year at Penn State and, for some participants, the following summer session. The ultimate purpose of the program is to have graduation rates among those who complete the program that would be the same as for the overall population among the participants' respective cohorts of students of color at our campus. If this goal is accomplished, it would actually mark an "increase" in graduation rates for CMP students since, within any population, students who don't do as well in their first semester tend to have lower graduation rates than do students in general. In this context, for CMP students to graduate at the same rate as their counterparts who are initially more successful in college is an ambitious goal.

As mentioned above, the program will have a spring phase and a summer phase The spring phase will serve as a "proving ground" for students who go on to the summer phase. Only those students who, in the judgment of the program director, successfully complete the spring phase, as evaluated by their participation in program activities during the spring semester, will be able to participate in the summer phase. Some summer participants will receive financial support from the program for the summer session. The amount of support they receive will be determined by their financial need and by the level of commitment they demonstrate to improving their academic performance during the spring semester. This approach is intended to encourage participation during the spring phase and channel financial support to those students who are most likely to benefit from it.

Goal(s) (add or delete cells as necessary)

Goal #1- Improve program participants' skills related to college success including academic skill building, scheduling courses, choice of major/career goals, and financial aid.
Goal #2- Help program participants overcome social and cultural isolation and other social/cultural barriers to their adjustment to college.

Objectives and Approaches (objectives must be measurable - add or delete cells as necessary. Add (copy/paste) more tables if you have more than three goals.)

Goal #1- Improve program participants' skills related to college success including academic skill building, scheduling courses, choice of major/career goals, and financial aid.		
Objectives	Measure	Met objective? (Yes or No)
#1- **Spring Phase:** The program director will review the spring schedule of students within the first week of the spring semester and consult, as necessary, with each student's academic advisor to make appropriate schedule adjustments. Tutoring/SI recommendations and referrals to the Learning Center will also occur at this meeting. Later in the semester, the director will meet again with each student to determine whether or not any student needs to drop any classes. Finally, the director will meet with each student for the third time during the semester to consult with them on their summer schedule (if the student will be attending summer session) and fall schedules. At this meeting the program director and students will also discuss their profiles from the Jackson Vocational Interest Survey (see #5 below), including any implications the profile may have on the student's choice of major and careers aspirations. Referrals to career advisors will occur as appropriate.	The director will meet with 90% of the students[1] three times during the spring semester and consult, as appropriate, with their academic and/or career advisors	
#2- **Spring Phase:** Students will receive tutoring or supplemental instruction for at least one class. Students will meet with a tutor or go to supplemental instruction (SI) at least 10 times during the semester.	90% of the students will have tutoring or SI for at least one class, at least 10 sessions per class	

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[1] For this objective and other objectives that have a 90% participation rate, this threshold takes into account that 1) in some cases there may be valid reasons that students have to miss activities and 2) that, ultimately, students, not program staff, are responsible for their academic success and for following through on their commitments.

#3- **Spring Phase:** Students will attend four workshops on skills related to college success (financial aid, time management, academic advising/choice of major, and effective study skills)	90% students will attend 4 workshops	
#4- **Spring Phase:** Students will attend at least 4 hours of study sessions per week during the semester and at least 8 hours during finals week.	90% students will attend at least 4 hours per week and at least 8 hours during finals week	
#5- **Spring Phase:** Students will take the Jackson Vocational Interest Survey (JVIS).	90% students will take the JVIS	
#6- **Summer Phase**: All students will take one or two courses during the summer session.	All students will take 1 or 2 courses	
#7- **Summer Phase**: Students will meet with the program director once a week during the summer to assess their progress, receive assistance on obtaining tutors and other academic assistance, etc.	90% students meet with director	
Approaches to objectives for Goal #1-As soon as fall grades become available, the program director will obtain a list of all students in the target population and send them information about the program. Students will be admitted into the program upon completing an interview with the program director. After students are admitted into the program, the first priority will be to review student schedules and make appropriate adjustments. The next priority will be to get each student into tutoring/supplemental instruction and into study sessions. Tutoring and study sessions will begin during the second week of classes. The purpose of the study sessions will not simply be to give students some dedicated study time; it will also be used to model to students what serious study is all about. This will be accomplished through the use of study session monitors. Juniors and seniors who are successful students (2.75 minimum cumulative GPA) will monitor study sessions and assist students in learning how to prepare for sustained periods of study, how to find the right resources for their studies, etc. Also, one math tutor and writing tutor will be present at the study sessions to assist students. It will be stressed to students that they must study many more hours per week than in the study sessions. Ten hours of study sessions will be offered each week to give students some options as to when to attend and to provide more study session hours to those students who want them. During finals week, twenty hours of study session will be offered. It should be noted that most of the academic skill building of the program is "front-end" loaded, that is, it occurs during the spring phase of the program. This approach is taken so that student can learn the academic skills as soon as possible so that they can begin to apply them immediately. Also, student participation in these activities will be used as a criterion in deciding which students will go on the summer phase and which students receive financial assistance during the summer phase. During the summer phase, the approach will be for the program director to continue to meet with the students but to stress that students now need to take the initiative on their own to get tutors, study hard for classes, etc.		

PROGRAM EVALUATION ONLY: Comment on any objectives that were not met for Goal #1

Goal #2- Help program participants overcome social and cultural isolation and other social/cultural barriers to their adjustment to college.		
Objectives	Measure	Met objective? (Yes or No)
#1- **Spring Phase:** Students will be paired with a student mentor.	100% of students paired with a mentor	
#2- **Spring Phase:** Five student/mentor informal social activities (i.e., pizza parties) will be held throughout the semester.	90% of students and mentors will attend 5 social activities	
#3- **Spring Phase:** In addition to the informal social activities sponsored by the program, mentors will meet individually with their students at least three times per semester for no less than one hour to talk about how the semester is going, attend an activity together, etc.	90% students and mentors will meet 3 times for 1 hour	
#4- **Summer Phase:** Two social/cultural trips will occur during the semester for all students and mentors. One trip will be to an art museum that has several displays of cultural interest. The other outing will be to go bowling or some other social activity.	90% of the summer participants will attend both trips	
Approaches to objectives for Goal #2- To the degree possible, students will be paired with mentors with similar interests. Interest inventories will be given to mentors and students prior to pairing them together to assist in making good matches. Students and mentors will be paired no later than the third week of classes. Mentors will document each meeting with students and write a summary of the meeting, which will be reviewed by the program director. A two-hour mentor training session will occur. All mentors will be upperclass status and have at least a 2.75 GPA.		

PROGRAM EVALUATION ONLY: Comment on any objectives that were not met for Goal #2

Total number of objectives for all goals.

11

PROGRAM EVALUATION ONLY: Total number of objectives **attained** for all goals.

Evaluation Plan

For student recruitment and retention programs, go to www.equity.psu.edu/eopc/eval_recruit.asp for further instructions on writing the evaluation plan.

Identify the quantitative outcomes that the program will use to gauge success, and describe the methods employed to evaluate those outcomes.

> Please see the attached forms, "Evaluation of Retention and Graduation for EOPC Programs" and "Evaluation of GPA for EOPC Programs," which are required by EOPC for student recruitment and retention programs.

and/or (when appropriate, both)

Identify the qualitative outcomes that the program will use to gauge success, and describe the methods employed to evaluate those outcomes. Attach assessment instruments that will be used to measure qualitative information.

> At the beginning of the program, the Learning and Study Strategies Inventory (LASSI) will be administered to all students; the instrument will also be administered at the end of the spring phase to all students who complete this phase, and the results will be compared and will show:
>
> #1-the average percentile ranking of all students across all scales will increase by 40.
>
> #2-at least 90% of the students will increase their percentile ranking on each scale by at least 25.

Outcomes (PROGRAM EVALUATION ONLY)

Summarize quantitative outcomes based on the evaluation plan section of proposal. Attach, as appropriate, detailed information (i.e., tables, charts, historical/longitudinal data etc.) on these outcomes.

Summarize qualitative outcomes based on evaluation plan section of proposal. Attach, as appropriate, detailed information (i.e., tables, charts, historical/longitudinal data, etc.) on these outcomes.

*In addition for program evaluations, attach EOPC **Actual Expenditures Budget Page** and any other supporting documents (i.e., assessment instruments, tables, charts, historical/longitudinal data, etc).*

Linkages to External Documentation

Identify a statement(s) and page number(s) in Penn State's Strategic Plan (cf., https://www.work.psu.edu/dept/president/pia/strategicplan/StrategicPlan.pdf) that links or supports the implementation of this program.

> "Goal 1: Enhance Student Success" (p. 8); "Addressing diverse student needs and providing multiple entry points in the creation of programs and services are key factors in supporting student success. Just as scaffolding is used to enable work on a building during construction, but then removed when no longer needed, scaffolding in an academic context provides support to students when needed. As students learn, as they build on their previous learning, and as they internalize and integrate their learning, scaffolding can be removed. Penn State will provide this scaffolding, but will also ensure that students are actively engaged in their academic careers and take ownership of their decision-making." (pp. 8-9)

Identify a statement(s) and page number(s) in your unit's current *Framework* diversity strategic plan (cf., www.equity.psu.edu/eopc/newplan.asp) and/or strategic plan (cf., www.equity.psu.edu/eopc/unitplan.asp) that links or supports the implementation of this program.

"The recruitment and retention of multicultural students remains a priority for our unit." - Unit Strategic Plan (p. 12).

Identify a statement(s) and page number(s) in *A Framework to Foster Diversity at Penn State: 2010-2015* (cf., http://www.equity.psu.edu/Framework/pdf/framework_2010_15.pdf) that links or supports the implementation of this program.

"Increase commitment to retention and student support to ensure student success, appropriate progress toward degree, and timely graduation." (p. 13)

*If this document is a proposal, attach EOPC **Proposed Summary Budget Page** and **Budget Notes**. Also, attach any other supporting documents (i.e., recruiting template, retention template, GPA template, PSU ID templates, assessment instruments, tables, charts, historical/longitudinal data, etc). If this document is a program evaluation, attach EOPC **Actual Expenditures Summary Budget** and appropriate supporting documents (see above).*