



# A Comprehensive Model for Nontraditional Student Success: EOP's Aspirational Academic Counseling Framework

Educational Opportunity Program (EOP)  
University of California at Berkeley  
[eop.berkeley.edu](http://eop.berkeley.edu)



UC Berkeley is the most competitive public University in the United States:

### **2015 UC Berkeley Admissions Data:**

#### Freshmen

- 78,918 Applications
- 13,321 Admits,
- 17% Admission Rate**

#### Transfer

- 17,231 Applications
- 3,743 Admits
- **21.7% Admission rate**

There are 27,496 undergraduates enrolled at Berkeley.



## ***Registered Undergraduate Headcounts by EOP Criteria (Spring 2015):***

Low-Income (Pell)	8912	34% of total registered
First Generation College	7679	30% of total registered
Underrepresented	4603	18% of total registered
<b>Total EOP Eligible (above 3 criteria minus overlap)</b>	<b>12,357</b>	<b>48% of total registered</b>
<b><i>Both Low-Income and First Gen</i></b>	<b><i>5288</i></b>	<b><i>20% of total registered</i></b>
<i>Both Low-Income and Underrepresented</i>	3083	12% of total registered
<i>Both First Gen and Underrepresented</i>	2897	11% of total registered

# Guided Journey Activity

relax, flex your imaginations, close your eyes

# Pair and Share

2 minutes each person

How does our privilege impact our understanding and ability to work with EOP students?



## EOP has developed an “Aspirational Academic Counseling Framework”

Aspirational Academic Counseling empowers non-traditional students with a sense of belonging and ownership of their college experience. Built on a commitment to educational equity and justice, counselors practice a holistic, multicultural, and comprehensive approach individualized for each student’s unique needs. With a focus on three core areas of transition, aspirational academic counseling regards students as partners in a developmental journey towards academic, professional, and personal life goals. Building on distinct strengths honed by students prior to their arrival to the university, counselors challenge students to establish new paradigms of achievement and success for themselves and their communities.

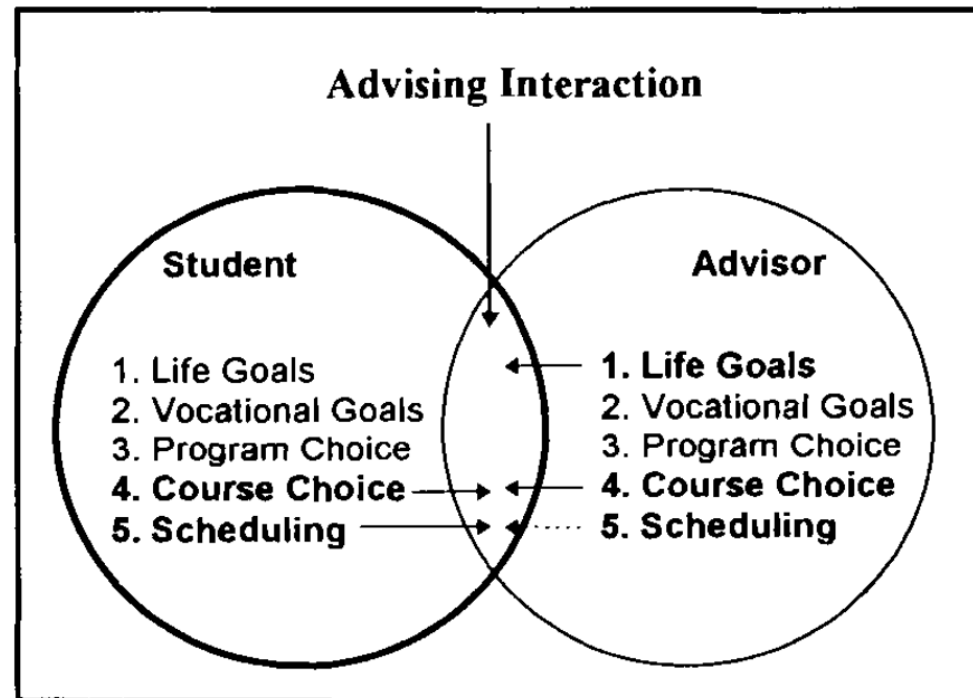
## “Aspirational Academic Counseling Framework”

*Based on 5 core approaches/theories:*

- **Developmental Academic Counseling Model**
- **Schlossberg’s Transition Theory**
- **Social Justice Framework**
- **Multicultural Counseling and Therapy**
- **Yosso’s Cultural Wealth Model**

## 1. Developmental Academic Counseling Model

Comprehensive approach that is anti-prescriptive and considers the advisor/student relationship as a partnership. Involves the exploration of life goals, career/professional goals, and academic planning. This model is based on the work of Terry O'Banion (1972) and a popular variation is the “Integrative Advising” model.





## 2. Schlossberg's Transition Theory



A theory that views the college experience as a combination of three types of transitions (anticipated, unanticipated, and nonevents) that occur within three larger stages: Moving In, Moving Through; Moving Out. In this theory, a student's ability to manage and “cope” with transition is based on 4 areas (the 4 S's): Situation, Support, Self, and Strategies.

## 3. Social Justice Framework

A Social Justice Framework recognizes that the same inequities, prejudices, and hierarchies of power that exist in larger society play out in the college experience. This framework acknowledges that social stratification occurs relative to various components of identity such as race, class, religion, gender, sexual identity, and ability. Within a Social Justice Framework, the advisor serves as an advocate for a just and fair educational experience.



## 4. Multicultural Counseling and Therapy



“MCT” establishes a nonhierarchical relationship between student and counselor and acknowledges that everything, including interactions and support, exist in a cultural context. This theory recognizes that family and culture shape the different worldviews of individuals and attempts to relieve self-blame by acknowledging these larger established contexts. MCT aims to empower individuals to overcome various societal “oppressions” including those encountered in the college experience.

## 5. Yosso’s Cultural Wealth Model

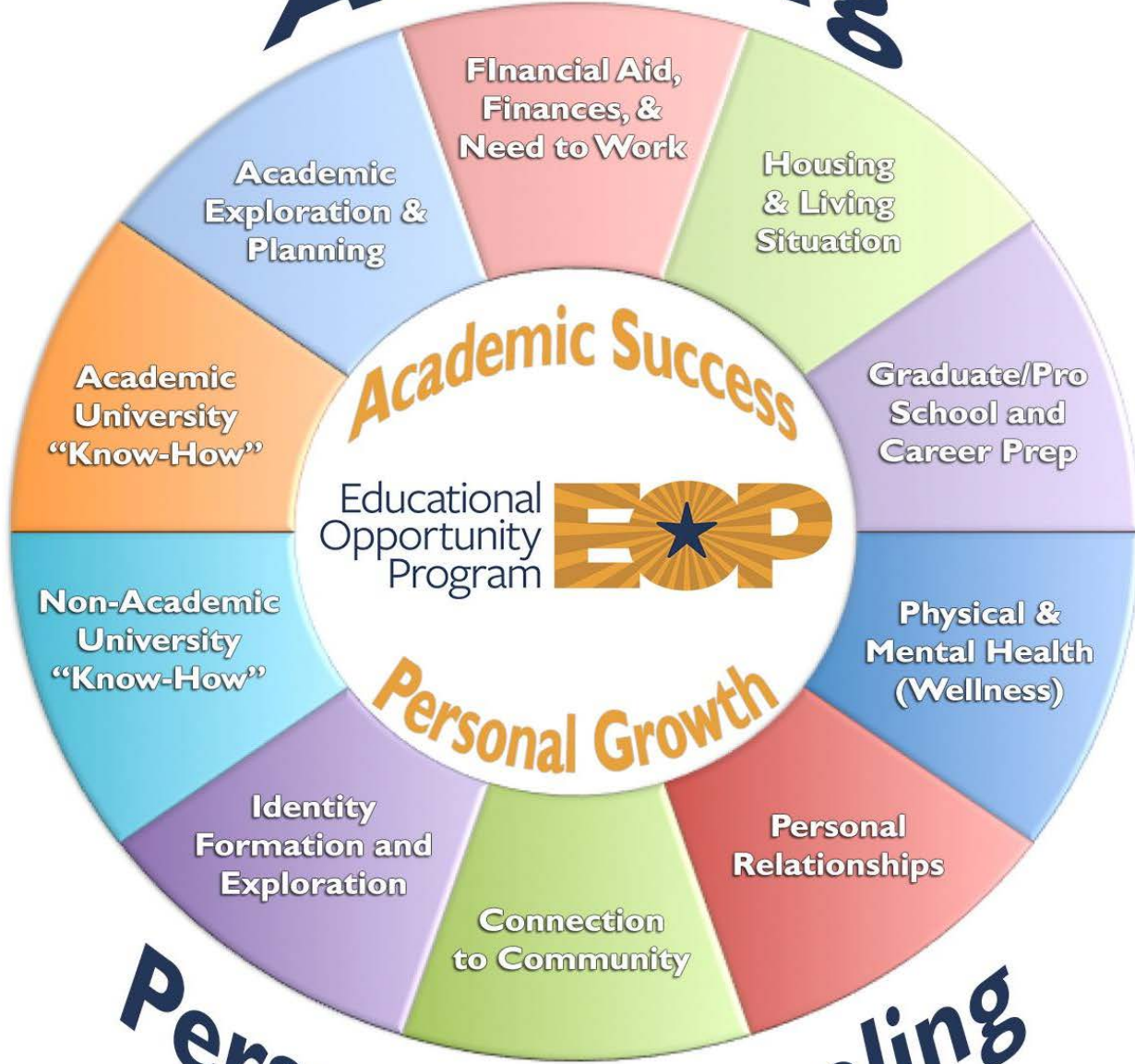
The Cultural Wealth Model presents a framework to understand how students of color access and experience college from the perspective of six areas of strengths, or cultural capital, they each possess to varying degrees: aspirational, linguistic, familial, social, navigational, and resistance. By acknowledging, tapping into, and helping develop this cultural capital, advisors can help facilitate student success.



## Other Contributors:

- **Tinto’s Student Integration Theory**
- **Maslow’s Hierarchy of Needs**
- **Dweck’s Growth Mindset**
- **Chickering’s Identity Development**
- **Personal Coaching**

# Advising



# Personal Counseling



**Academic Success**

Educational Opportunity Program **EOP**

**Personal Growth**

Financial Aid, Finances, & Need to Work

Housing & Living Situation

Graduate/Pro School and Career Prep

Physical & Mental Health (Wellness)

Personal Relationships

Connection to Community

Identity Formation and Exploration

Non-Academic University "Know-How"

Academic University "Know-How"

Academic Exploration & Planning



## Today, EOP offers:

- Academic counseling
- Peer academic counseling
- Specialized programming and collaborative initiatives
- Limited supplemental financial support





# Academic Success

Educational  
Opportunity  
Program



# Personal Growth

Connection  
to Community

Identity  
Formation and  
Exploration

Non-Academic  
University  
"Know-How"

Physical &  
Mental Health  
(Wellness)

Graduate/Pro  
School and  
Career Prep

Housing  
& Living  
Situation

Financial Aid,  
Finances, &  
Need to Work

Academic  
Exploration &  
Planning

Academic  
University  
"Know-How"





# Student Learning Objectives

1. Students feel a sense of belonging in EOP.
2. Students learn to utilize life experiences as assets to transition, persist, and graduate.
3. Students develop a holistic academic plan to fulfill requirements and interests.
4. Students demonstrate understanding of university and academic policies.
5. Students value their personal wellness and utilize wellness resources.
6. Students learn to make knowledgeable financial decisions.
7. Students learn to explore career and graduate/professional school opportunities.
8. Students gain awareness of and pursue personal, leadership, and professional development opportunities.



Increasing demand from students indicates the high value that students place on EOP academic counseling. In addition, a recent campus “**Survey of New Students (SONS)**” ranks **EOP as one of the most effective resources** for new frosh transitioning to Berkeley. **The 97% first year persistence rate of EOP participants** is higher than both the campus and national averages.



According to the 2013 Campus Climate Survey, 1 in 4 of people at Berkeley reported some form of exclusion, intimidation, bullying or isolation. It also found that underrepresented minorities feel less comfortable at Berkeley than members of other ethnic groups.

**42% of African American undergraduates & 34% of Chicano/Latino undergraduates report some type of exclusion**

**EOP serves:**

**45% of Chicano/Latino undergraduates**

**43% of African American undergraduates**

## Strategies for Connecting with EOP Students

- Consider students as people first.
- Recognize the wisdom students already possess.
- Cultivate a sense of community and pride.
- Invest in your students. Make them your partners, employees, and ambassadors.
- Develop your media tools and have a strategy.
- Engage your data and create surveys and assessments.
- Identify your local issues.



# Questions?







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