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**THE EFFECTIVENS OF THE EDUCATIONAL OPPORTUNITY FUND
PROGRAM ON COLLEGIATE SUCCESS**

by

Ka'Lynn Ruth

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education
In partial fulfillment of the requirement
For the degree of
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at
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Services

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Dedication

This is for the students that ever felt like they weren't the main focus when it came to be heard by the university, you matter and never give up on your hopes and dreams!

Acknowledgments

My thesis is dedicated to Trouble^{1,2,3,4}, Family, and Friends (specifically Kate Hanson) who have been with me through my ups and downs as I continue to become who God is calling me to be, I appreciate you all never giving up on me, pushing me when I wanted to give up, and giving me nothing but love, care, and support.

To my mother, I love you! You have been both a mother and father to me, a single parent 365 days a year for 24 years, I am the young lady that I am today because of you. This is a degree for the both us, I will keep making you proud!

Thank you! I love you all for always being there for me! I did it.

Abstract

Ka'Lynn Ruth

THE EFFECTIVENESS OF THE EDUCATIONAL OPPORTUNITY FUND PROGRAM
ON COLLEGIATE SUCCESS

2021-2022

Stephanie Lezotte, Ph.D.

Master of Arts in Higher Education

The purpose of the study is to examine the characteristics of the EOF program participants at Rowan University to determine if services currently being offered are sufficient given the students' backgrounds. Different characteristics can be indicative of different needs. Being able to determine who the Rowan University EOF students are will be beneficial in evaluating services and determining implications for future practice. The study took place at Rowan University, Glassboro, NJ in the spring 2022 semester. Although the sample size in this study is small and findings may be limited, data suggests that EOF students are using very few of the resources that are presently being offered at Rowan University.

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Chapter I

Introduction

In the United States, higher education is difficult to access compared to higher education in other developed countries. There is an astronomical amount of student debt and an overall lack of information accessible to low-income and first-generation students on what opportunities are available to them. Financial aid is a strong determining factor of college choice and enrollment for low-income students, yet the current financial aid policy debate does not understand low-income students' and their families' knowledge of college affordability (Rosa, 2006). Current college students bear more financial responsibility than any other point in history which creates additional stress, impacting their ability to successfully complete their education (Serido et. at., 2014). Research has been done on what services and programs are most effective in assisting low- income and first- generation students achieve success, but there is still more to understand from this population and their needs.

Purpose of the Study

The purpose of the study is to examine the characteristics of the Educational Opportunity Fund (EOF) program participants at Rowan University to determine if services currently being offered are sufficient given the students' backgrounds. Different characteristics can be indicative of different needs. Being able to determine who the Rowan University EOF students are will be beneficial in evaluating services and determining implications for future practice.

Research Questions

The study will address the following research questions:

1. Do EOF program participants tend to fall in a specific subpopulation within Rowan University such as a specific college, gender, or financial status?
2. Do the services currently offered for Rowan University EOF students align with the type of demographics that an EOF student is typically part of?

Assumptions and Limitations

This study is limited in its participant pool. By only examining undergraduate students at Rowan University's main campus, the results cannot be generalized. It does, however, give a good indicator of what steps Rowan University should be taking to engage low-income and first-generation students. The researcher assumed that participants' answered questions truthfully and accurately.

Operational Definitions

1. Educational Opportunity Fund (EOF) is offered by the State of New Jersey, which provides financial assistance and support services.
2. Low- Income Students: A student whose gross income falls within the NJ EOF Guidelines (Rowan, 2021).
3. ASCENT meaning is Accelerating Students through Concurrent Enrollment
4. First-Generation Students: A student whose parents did not complete a four-year degree (Adams et al., 2016).
5. On-Campus Involvement: Involvement by the student in on-campus activities such as sports teams, clubs, Greek life, on-campus employment, research, etc.

Overview of the Study

Chapter II presents an overview of the academic and scholarly literature as it's related to the research. The chapter will examine the characteristics of the EOF program participants at Rowan University to determine if services currently being offered are sufficient given the students' backgrounds. Different characteristics can be indicative of different needs. Being able to determine who the Rowan University EOF students are will be beneficial in evaluating services and determining implications for future practice.

Chapter III explains the methodology used for collecting data. It further breaks down to the purpose of study and the research questions that this study will address.

Chapter IV presents the findings of the research. The chapter gives summary of what data is presented in the form of tables.

Chapter V presents a summary of the whole study and conclusion and recommendations for future research.

Chapter II Review of Literature

Many institutions pride themselves on providing specialized support to low-income and first-generation students. Institutions need to be mindful of the importance of a structured, well thought-out support system for students the minute they first step on campus. Access and success in higher education has a significant impact on job stability and mental wellbeing, yet low-income and first-generation students still face many challenges in accessing these opportunities (Tate et. al., 2015). These students tend to face additional barriers making it hard for them to access faculty, gain research experience, both of which are important in pursuing graduate school (Tate et. al., 2015). Professionals across the campus must work together to provide the proper support and guidance to students in order for them to achieve collegiate success.

This literature review will provide an overview of topics directly related to the research such as obstacles facing the low-income and first-generation students, the support services available to these groups, and the impact of the Educational Opportunity Fund program on its participants.

Obstacles

Financial Burden

There is a gap in college completion rates between low-income students and their wealthier counterparts that continues to grow (Clotfelter et. al., 2018). An attempt has been made to improve this gap by attempting to understand how grant aid specifically impacts the completion rate in the aforementioned groups (Clotfelter et. al., 2018). Researchers found that while grant based aid was important, the most significant results

came from adding additional nonfinancial support such as coaching and counseling (Clotfelter et. al., 2018).

Finances are, not surprisingly, a large consideration for low-income and first-generation students. With financial strain, comes stress. Adams et al. (2016) sought to understand and identify a relationship between a student's psychological symptoms and financial strain. While a relationship was identified, the results are not generalizable due to the limited nature of the study. Still, it provides valuable insight for institutions of higher education to consider when developing support services for students.

Financial strain is not only linked to psychological symptoms, but also financial coping behaviors (Serido et. at., 2014). As it stands, current college students bear more financial responsibility than any other point in history which then creates additional stress, impacting their ability to successfully complete their degree (Serido et. at., 2014). Institutions need to recognize the impact financial strain can have on students and work to implement programming that teaches students what healthy financial coping skills are and how to utilize those skills (Serido et. at., 2014). When stress levels rise, it can lead to cognitive impairment, meaning financial stress can severely impact the ability to focus on a student's education (Serido et. at., 2014).

Accessibility

When considering how students access higher education, it is important to consider where they are learning the information and what type of impact that has on their success and opportunities (Rosa, 2006). For example, financial aid is arguable the most important factor when determining which institutions to apply to, yet the current financial aid policy debate fails to understand low-income students' and their families'

knowledge of what college affordability is (Rosa, 2006). Students make sense of the information provided to them within the context of their core beliefs about higher education affordability, their family background and their school culture (Rosa, 2006). This research shows that it is critical to create educational and informational programs at the community level to help educate low-income and first-generation families about the opportunities available to them (Rosa, 2006).

Accessing higher education is not as simple as one may think, especially if the student's family has no prior experience with this complex system. It has been found that high achieving students that are low-income do not apply to selective colleges despite higher acceptance rates and a good financial aid package (Hoxby & Turner, 2015). When trying to understand what caused this, researchers learned that it was attributed to an overall lack of understanding (Hoxby & Turner, 2015). There were unfamiliar terms and processes which seemed overwhelming to students (Hoxby & Turner, 2015). Students need individualized content on what schools they are eligible for, the overall cost and a breakdown of costs they would be responsible for, and the support services available to them on campus (Hoxby & Turner, 2015). This will help students feel like the application process is more attainable (Hoxby & Turner, 2015).

Many things can assist in the transition from high school to college. Clauss-Ehlers and Wibrowski (2007) sought to understand how resilience, social support and ethnic identity assists in facilitation this important transition (Clauss-Ehlers & Wibrowski, 2007). All of these are important factors in the pre-college summer Educational Opportunity Fund curriculum required for program participants before their first semester of their undergraduate career (Clauss-Ehlers & Wibrowski, 2007). The curriculum

consists of an intensive six-week program that consists of college precatory class, support services and academic coaching (Clauss-Ehlers & Wibrowski, 2007). Researchers found that the Education Opportunity Fund summer program positively impacted participants (Clauss-Ehlers & Wibrowski, 2007).

Educational Opportunity Fund Program

The Educational Opportunity Fund program was created by law in 1968 in the state of New Jersey (Watson & Chen, 2019). The Educational Opportunity Fund program was created to promote retention amongst minority students (Watson & Chen, 2019). The program exists across the state of New Jersey and offers financial aid to cover the cost of tuition in addition to various student support services to promote retention (Watson & Chen, 2019). Participating colleges and universities receive funding from the Office of the Secretary of Higher Education (Watson & Chen, 2019). In addition to that support, institutions are required to match at least 50% of the total budget for campus-based programs (Watson & Chen, 2019). The Educational Opportunity Fund program at the specific colleges and universities can also assist with supplemental aid to cover costs such as housing, books and other fees (Watson & Chen, 2019).

Students eligible for the Educational Opportunity Fund program will receive intentional academic support and financial assistance based off their individual needs (Rowan, 2021). In order to be eligible for the program students must meet the following criteria:

- Must demonstrate an educationally and economically disadvantaged background (Rowan, 2021).

- Must be a New Jersey resident 12 consecutive months prior to receiving the award (Rowan, 2021).
- Must apply and be accepted to a participating New Jersey college or university (Rowan, 2021).
- Must file a Free Application for Federal Student Aid (FAFSA) (Rowan, 2021).
- Gross Income must fall within the NJ EOF Guidelines (Rowan, 2021).

Rowan University is a participating New Jersey university, which is one reason it was chosen as the research site (Rowan, 2021).

Student Support Services

Clotfelter et. al. (2018) found that a significant predictor of student success in low-income and first-generation students was not only financial assistance, but also nonfinancial student support services. Arifin (2018) researched how student support services impacted students' continuation of enrollment within four consecutive semesters. Arifin (2018) identified three main functions of student support: cognitive, affective, and systemic. Cognitive support refers to supporting a student and developing resources for individual students to learn standard elements of course content (Arifin, 2018). Affective support focuses on providing an environment that supports students while creating commitment and enhancing self-esteem (Arifin, 2018). Systemic support is about establishing administrative processes and managing information systems to ensure they are effective, transparent, and student focused (Arifin, 2018). It is important when working in student support to keep things in mind such as employment status, age, income, gender, geographical situation, language barriers, cultural characteristics, technology accessibility and any other potential barriers that could impede success

(Arifin, 2018). Student support services is about serving the whole student and addressing their needs holistically (Arifin, 2018).

Summary

The amount of first-generation, often low-income, students seeking to obtain higher education is rising, but not many are acknowledging this group (Ward et. al., 2012). These students are typically less prepared, less engaged in the overall educational environment, less likely to succeed academically and less likely to earn their degree (Ward et. al., 2012). Often times, professionals think that meeting the needs of this group requires some complexity, and while creative and innovative solutions are important, these students need fairly basic support (Ward et. al., 2012). They need individual support from faculty and administrative staff, but also, they need those two groups to work together on programs and policies (Ward et. al., 2012). The literature review highlighted important aspects of the needs of this population.

This literature review discussed important topics related to the Educational Opportunity Fund such as obstacles low-income and first-generation students face, what the Educational Opportunity Fund program is as well as student support services involved in the program. Based on the provided research, it is clear that there is a need for additional resources specific to low-income and first-generation students that their wealthier counterparts do not need. Research has shown that financial and nonfinancial support is needed to help these students successfully complete their degree. The Educational Opportunity Fund is an excellent program idea to address the unique needs of this population. More research is needed to determine if the program is the most effective way to address the needs of low-income and first-generation students.

Chapter III

Methodology

Purpose of the Study

The purpose of this study was to examine the characteristics of the EOF program participants at Rowan University to determine if services currently being offered are sufficient given the students' backgrounds. Different characteristics can be indicative of different needs. Being able to determine who the Rowan University EOF students are will be beneficial in evaluating services and determining implications for future practice. A quantitative data method will be used to identify Rowan University's undergraduate students involved with services currently being offered. This research is important because a college degree holds the greatest benefits for low income and/or first-generation students, yet those students have the lowest completion rate (Adams et al., 2016). This research will assist in determining if best practices are being used to help these vulnerable populations complete their education.

Research Questions

This study will address the following research questions:

1. Do EOF program participants tend to fall in a specific subpopulation within Rowan University such as a specific college, gender, or financial status?
2. Do the services currently offered for Rowan University EOF students align with the type of demographic that a EOF student is typically part of?

Context of the Study

This study will be conducted at Rowan University's main campus, located in Glassboro, New Jersey (Rowan University, 2021). Rowan University offers degrees from

bachelor's through doctoral programs and serves nearly 20,000 across its three campuses (Rowan University, 2021). The average class size at this institution is 20 students, with the student to faculty ratio being 17:1 (Rowan University, 2021). Under-represented groups account for 33% of the student body, making this a good choice for the research study (Rowan University, 2021).

Research Design

A quantitative data design will be utilized for this study, meaning that the data can be measured and counted in numerical values. This method will work best as the research is seeking to understand the Educational Opportunity Fund's impact of services currently being offered at Rowan University. To obtain the quantitative data, a survey was given to participants.

Population and Sample Selection

Participants for this study were Rowan University undergraduate students from the main campus in Glassboro, New Jersey. EOF participants must meet the following criteria as outlined by Rowan University (Rowan, 2021):

- Must demonstrate an educationally and economically disadvantaged background (Rowan, 2021).
- Must be a New Jersey resident 12 consecutive months prior to receiving the award (Rowan, 2021).
- Must complete a Free Application for Federal Student Aid (FAFSA) (Rowan, 2021).
- Gross Income must fall within the NJ EOF guidelines (Rowan, 2021).

Participants will be separated into two groups for data collection, those that are members of the Educational Opportunity Fund program and those that meet the requirements but are not in the program (i.e. Ascend students). This will allow the research to more accurately determine the effectiveness of the program on collegiate success. Participants will be identified with the assistance of the Office of Financial Aid, the Office of Admissions, and the Educational Opportunity Fund staff.

Data Collection

A quantitative data research design will be used with a survey administered to participants. The survey had series of questions that asked about some of the participants' background information such as their age, how they identify, schooling, and if they were the first person to go to college in their family. Then there were questions about the participants' experience during their time so far in their college time, if they used any additional services being offered by the campus, and if they believed Rowan provides adequate services on campus. In total, the survey should take no longer than 15 minutes. Students will be able to take the survey anywhere with internet access, but computer lab time will be reserved for students wishing to complete the survey in the presence of the researcher.

Data Analysis

Data from the survey was entered into software to analyze and summarize the results. Survey data was separated into two different reports based off EOF program involvement. From the two main groups, I separated data into subgroups to investigate different frequency distributions that may arise. The primary researcher's experience with

the specific program and population allows for a strong understanding of the participants' experiences.

Chapter IV

Findings

The findings were generated from the responses of twelve EOF and Ascend students. Each participant was sent an email with a link to fill out a survey during the month of March in the spring 2022 semester. The survey had series of questions that asked about some of the participants' background information such as their age, how they identify, schooling, and if they were the first person to go to college in their family. Then there were questions about the participants' experience during their time so far in their college time, if they used any additional services being offered by the campus, and if they believed Rowan provides adequate services on campus.

Profile of the Sample

The sample for this study were EOF undergraduate students at Rowan University and students who were eligible for EOF but did not participate in it. Students were recruited through emails sent out asking them to participate if they meet the requirements. All methods of recruitments had IRB approval prior to the distribution and conduction of the survey. Out of the surveys that were sent out, there were 25 surveys completed, and 13 students met all the requirements to complete the survey.

Table 1 contains gender demographic information about the subjects. The survey reflected nine female and four male students. There were no students that were non-binary, trans-female, trans-males, and rather not say.

Table 1*Gender Demographic Information*

	<i>f</i>	%
Female	9	69.23%
Male	4	30.77%
Non-binary	0	0.00%
Trans-Female	0	0.00%
Trans- Male	0	0.00%
Rather not say	0	0.00%

Table 2 contains age demographic information about the subjects. The survey reflected that all 13 students were between the ages of 18-23.

Table 2*Age Demographic Information*

	<i>f</i>	%
18-20	9	69.23%
21-23	4	30.77%

Table 3 contains the demographic information of what colleges or schools that the students are a part of, in order to see the wide variety of majors that student in these learning community are pursuing.

Table 3*Colleges and Schools Demographic Information*

	<i>f</i>	%
College of Business	1	8.33%
College of Communication & Creative Arts	4	33.33%
College of Education	0	0.00%
College of Performing Arts	0	0.00%
College of Engineering	0	0.00%
College of Science & Mathematics	7	58.33%
School of Earth & Environment	0	0.00%

Table 4 contains the demographic information of what learning community that the students are apart such as EOF, Ascend, or both. These are mostly students who come from diverse racial and ethnic backgrounds so that the programs can contribute to their smoother transition into college life.

Table 4

Learning Community Demographic Information

	<i>f</i>	%
EOF	5	21.74%
Ascend	3	13.04%
Both	5	21.74%

Table 5 contains the demographic information about if the students are first-generation students or not.

Table 5

First- Generation Student Demographic Information

	<i>f</i>	%
Yes	5	41.67%
No	7	58.33

Table 6 contains the demographic information about who or what is funding the students' education. There are many ways that students fund their education. "Other" in table 6 refers to scholarships and grants.

Table 6*Funding Education Demographic Information*

	<i>f</i>	%
Self- pay	5	38.46%
Parents	1	7.69%
Single-parent	4	30.77%
Relatives	1	7.69%
Other	2	15.38%

Table 7 contains the demographic information about the additional services that participants have used that are offered at Rowan University

Table 7*Rowan University Additional Services*

	<i>f</i>	%
Wellness Center	3	23.08%
Student Success	1	7.69%
Writing/ Tutoring Center	5	38.46%
Other	4	30.77%

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

The purpose of the study is to examine the characteristics of the EOF program participants at Rowan University to determine if services currently being offered are sufficient given the students' backgrounds. Different characteristics can be indicative of different needs. Being able to determine who the Rowan University EOF students are will be beneficial in evaluating services and determining implications for future practice. A survey was given to participants so that data could be measured and counted in numerical values.

Discussion of the Findings

Research Question 1

Do EOF program participants tend to fall in a specific subpopulation within Rowan University such as a specific college, gender, or financial status?

The data that was collected shows that Rowan has students in specific categories. When it comes to their specific categories, most of them are in the college of science and mathematics, with very low numbers in the college of communications in creative arts and in the college of business. Other colleges and schools at Rowan University had no representation within the data that was collected, showing there needs to be more advertisement and programs and services offered to recruit EOF students. It also trickles down to the difference between the age of the students and who is providing the financial support for students, which is shown to be mostly self-paid financing. This shows that there needs to be more services being offered for EOF students to enable them to have a

more well-rounded understanding about being financially smart and aware of what it takes to pay for college at Rowan University.

Research Question 2

Do the services currently offered for Rowan University EOF students align with the type of demographic that a EOF student is typically part of?

Based off the data, Rowan University offers some of the services that align with the type of demographic that a EOF student is typically part of, but has a lot more to offer. With that being said, data show that students are really using the wellness center, the writing/tutoring center, but are finding other resources off campus to help assist them with any help that they need while being in school. This suggests there needs to be other services offered or promoted more at Rowan University to benefit EOF students and attract them to also want to come and participate in more services offered on campus.

Conclusions

Attending college is not just being a student and going to class; it's the beginning of adulthood. EOF and Ascend students, in particular, need to be provided with the tools to fully prepare them to make the right decisions. For example, students must figure out how to venture out on their own without any real adult supervision and how to make adult choices. Currently, the college experience at Rowan is not really teaching this group of students how to take on college. Although the sample size in this study is small and findings are limited, data suggests that EOF and Ascend students are using very few of the resources that are presently being offered at Rowan University. There are a couple of reasons this could be. First, there is not enough advertisement for students to become aware of the resources that are offered on campus. Second, the resources that are being

offered to students are very limited and do not always reflect what students actually need. Rowan should offer resources based on EOF and Ascend students' personal experiences to help make sure that they graduate. Although support will look different for each individual, success in higher education is heavily dependent on what services and resources are offered to students.

Recommendations for Practice

Based on the findings and conclusions of the study, the following suggestions are presented:

1. EOF counselors should partner up with Ascend counselors when it comes to programs because a lot of students are in both programs. Having more open communication among the departments would help.
2. Rowan should provide transferable programs, workshops, and events to focus on financial responsibility so that students are more prepared for the unexpected that may happen in college.

Recommendations for Future Research

Based upon my findings and conclusions, I recommend the following:

1. Using mixed method study that combines both qualitative and quantitative research.
2. Having a much larger sample of students take part in the study.
3. Being able to have a partnership with the EOF and Ascend office to increase access to data.
4. Issue the survey to all students, not just EOF or Ascend, so data can be compared and contrasted.

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Appendix A

ONLINE SURVEY (ALTERNATE CONSENT)

You are invited to participate in this online research survey entitled The Effectiveness of the Educational Opportunity Fund Program on Collegiate Success. You are included in this survey because you are a part of EOF, Ascend, or both. The number of subjects to be enrolled in the study will be 363

The survey may take approximate 2-3 minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this online survey. Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

The purpose of this research study is to examine the impact of the Educational Opportunity Fund program at Rowan University on collegiate success will be measured in terms of academic success, such as GPA, and on-campus engagement for low-income and/or first-generation students. The research will look at support services offered within the program as well as examining program participants' attitudes towards the services offered. As the need for higher education increases, so does the need to offer support services to vulnerable populations.

There are no risks or discomforts associated with this survey. There may be no direct benefit to you, however, by participating in this study, you may help us understand how to make this better for future students.

Your response will be kept confidential. We will store the data in a secure computer file and the file will be destroyed once the data has been published. Any part of the research that is published as part of this study will not include your individual information. If you have any questions about the survey, you can contact researcher at the provided below, but you do not have to give your personal identification.

Ka'Lynn Ruth; email: ruthka19@rowan.edu or supervisor of research Dr. Lezotte; email: lezotte@rowan.edu, about this research study.

If you have any questions about your rights as a research subject, please contact the Office of Research Compliance at (856) 256-4078– Glassboro/CMSRU.

This study has been approved by the Rowan IRB, (Study#2021-0601)

Please complete the checkbox below.

To participate in this survey, you must be 18 years or older (other inclusion or exclusion criteria can be added here). Place a check box here

Completing this survey indicates that you are voluntarily giving consent to participate in the survey

NOTE TO RESEARCHER: you can make your online survey to appear when participants click both check boxes.

Appendix B

IRB Approval Letter

DHHS Federal Wide Assurance Identifier: FWA00007111

IRB Chair Person: Dr. Ane Johnson

IRB Director: Eric Gregory

Effective Date: February 17, 2022

Notice of Approval - Initial

Study ID: PRO-2021-601

Title: The Effectiveness of the Educational Opportunity Fund Program on collegiate success

Principal Investigator: Stephanie Lezotte

Study Coordinator: Ka'Lynn Ruth

Co-Investigator(s): Ka'Lynn Ruth

Sponsor: Department Funded

Submission Type: Initial

Submission Status: Approved

Approval Date: February 17, 2022

Expiration Date: February 16, 2023

Approval Cycle: 12 months

Continuation Review Required: Yes

Closure Required: Yes

Review Type: Expedited

Expedited Category: 6. Collection of data from voice, video, digital, or image recordings made for research purposes.

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Pregnant Women, Human Fetus, and Neonates Code: N/A

Pediatric/Children Code: N/A

Prisoner(s) – Biomedical or Behavioral: N/A

ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:

1. Conduct the research in accordance with the protocol, applicable laws and regulations, and the principles of research ethics as set forth in the Belmont Report.
- 2a. Continuing Review: Approval is valid until the protocol expiration date shown above. To avoid lapses in approval, submit a continuation application at least eight weeks before the study expiration date.
- 2b. Progress Report: Approval is valid until the protocol expiration date shown above. To avoid lapses, an annual progress report is required at least 21 days prior to the expiration date.
- 3a. Expiration of IRB Approval: If IRB approval expires, effective the date of expiration and until the continuing review approval is issued: All research activities must stop unless the IRB finds that it is in the best interest of individual subjects to continue. (This determination shall be based on a separate written request from the PI to the IRB.) No new subjects may be enrolled and no samples/charts/surveys may be collected, reviewed, and/or analyzed.
- 3b. Human Subjects Research Training: Proper training in the conduct of human subjects research must be current and not expired. It is the responsibility of the Principal Investigator and the investigator to complete training when expired. Any modifications and renewals will not be approved until training is not expired and current.
4. Amendments/Modifications/Revisions: If you wish to change any aspect of this study after the approval date mentioned in this letter, including but not limited to, study procedures, consent form(s), investigators, advertisements, the protocol document, investigator drug brochure, or accrual goals, you are required to obtain IRB review and approval prior to implementation of these changes unless necessary to eliminate apparent immediate hazards to subjects. This policy is also applicable to progress reports.
5. Unanticipated Problems: Unanticipated problems involving risk to subjects or others must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <https://research.rowan.edu/officeofresearch/compliance/irb/index.html>
6. Protocol Deviations and Violations: Deviations from/violations of the approved study protocol must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <https://research.rowan.edu/officeofresearch/compliance/irb/index.html>
7. Consent/Assent: The IRB has reviewed and approved the consent and/or assent process, waiver and/or alteration described in this protocol as required by 45 CFR 46 and 21 CFR 50, 56, (if FDA regulated research). Only the versions of the documents included in the approved process may be used to document informed consent and/or assent of study subjects; each subject must receive a copy of the approved form(s); and a copy of each signed form must be filed in a secure place in the subject's medical/patient/research record.

8. Completion of Study: Notify the IRB when your study has been completed or stopped for any reason. Neither study closure by the sponsor nor the investigator removes the obligation for submission of timely continuing review application, progress report or final report.

9. The Investigator(s) did not participate in the review, discussion, or vote of this protocol.

10. Research protocol and study documentation and instruments is approved as of the Approval Date on this letter. All final approved versions of the study documentation, including but not limited to the protocol, advertisements and recruitment instruments, pre-screening instruments, surveys, interviews, scripts, data collection documents, all manner of consent forms, and all other documentation attached to this submission are approved for final use by the investigators up to the expiration date listed above (Expiration Date) in this letter.

11. Letter Comments: There are no additional comments.