

**Humboldt State University
Orientation and Preview Programs
2013-2014 Annual Report**

1.A. Mission/Brief Description of Services

State your department's mission (statement that outlines the purpose and/or guiding principles of your department) and briefly describe the services/activities provided. Explain the program's impact on student success and how the program supports the broader university's mission.

Narrative

Mission

The mission of the Office of Orientation & Preview Programs is to support students in their transition to campus and assist them in exploring their educational and personal purpose. Services and programming serve to communicate what it means to be a member of the Humboldt State community, teach new students the academic requirements of obtaining a bachelor's degree, and provide social opportunities.

Summary

The Orientation & Preview Programs Office consisting of one professional staff member, two part-time student coordinators, and 45 student staff provides orientation and transition programming and services as it welcomes more than 2,500 new students each year to Humboldt State.

1.B. Description of Program Goals and Learning Outcomes for Year Under Review

Goals (broad, general statements about what the program intends to accomplish) must include corresponding *objectives* (statements that describe ways to achieve goals) and/or *learning outcomes* (statements that describe ways to achieve desired learning). Discuss how the goals and WASC themes of the university (see University Vision, Mission, and Values-found in the University's Strategic Plan-link in the URL sources below) are integrated into the program. If the program goals have changed since the last self-evaluation, explain how and why they have changed. Goals may have objectives, learning outcomes, or in some cases both goals and objectives.

Example:

GOAL (state the goal and describe how it supports department mission)

Objective (state the objective and how it supports the goal)

SLO (state the learning outcome, "As a result of ____, students should be able to ____," and how it supports the goal)

Narrative

Department Goals

Engage

1. Introduce new students to the HSU campus community by providing structured activities to engage with faculty, staff, and student leaders.
2. Provide timely, accurate, and helpful customer service to students and their families.
 1. As a result of preview activities, students and their families should be able to communicate that their admission decision has been affected by their participation in the program.
 2. As a result of our campus-based HOP programming, new freshmen and their families should be able to identify at least 3 campus resources that are helpful to their educational and/or personal goals and personally meet the representatives who provide those resources.

Empower

1. Utilize peer-peer support networks to create an atmosphere that welcomes inquiry and values diverse student & family expectations and experiences.
2. Provide initial guidance in course selection and registration, and conduct early outreach to newly-admitted students regarding academic deadlines and requirements.
 1. Provide effective and supportive peer-peer early outreach to new students and peer mentor them throughout preview and orientation activities.
 2. As a result of spring-semester training, Admissions Ambassadors should be able to complete all training assessments with a 75% performance rate or better.
 3. As a result of our distance-based class registration process, incoming freshmen and transfer students who meet admissions deadlines should be able to register for up to 17 units on their own at home.

Enrich

1. Encourage and collaborate with other offices and individuals of the University in order to meet the needs of new students in transition.
2. Conduct regular assessments about our new student experiences with the goal of adapting to an ever-changing incoming student population.

1.C. Enrollment/Participant Data

Demographic profile of student enrollment/participants by majors, class level, and enrollment status (part-time vs. full-time). Analysis of the data should disaggregate by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level. Compare enrollment/participation with HSU enrollment and participant data. In your discussion and interpretation, consider how you use this data to make programmatic decisions and to what extent diversity goals are met.

Narrative

Student Ambassador demographics

- 98% (86) of Spring Preview survey respondents stated that Ambassadors were helpful in assisting them throughout their day.
- Breakdown by major: 40% in CNRS; 32% in CAHSS; and 28% in CPS.
- Breakdown by ethnicity: 44% White; 23% Hispanic or Latino; 14% Black or African American; 9% Asian; 5% Native Hawaiian or Other Pacific Islander; 5% American Indian or Alaska Native.
- 79% have lived on campus at some point in their HSU career.
- 15% are transfer students to HSU.
- 15% are dependent on a military veteran. 0% are military veterans.
- 4 Ambassadors disqualified by the 2.3 term & cumulative GPAs requirement. $\frac{3}{4}$ students of color.

1.D. Student Retention & Engagement

Reports can include graduation rates, satisfaction surveys, etc. Analysis of the data should disaggregate by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level). Compare retention and engagement with HSU retention and engagement data. In your discussion and interpretation, consider how the data supports or conflicts with university retention efforts.

Narrative

Will work with IR in 2014-2015 for retention info for Ambassador team.

This is all HOP survey with self-reporting by student Ambassadors:

- Breakdown by major: 40% in CNRS; 32% in CAHSS; and 28% in CPS.
- Breakdown by ethnicity: 44% White; 23% Hispanic or Latino; 14% Black or African American; 9% Asian; 5% Native Hawaiian or Other Pacific Islander; 5% American Indian or Alaska Native.
- 79% have lived on campus at some point in their HSU career.
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1.E. Student Learning Outcomes

Analysis of the SLO's from section 1B. Based on the SLO's from section 1B., describe to what extent the learning outcomes were met. Analysis should also include: interpretation of outcome results, how the program evaluates its effectiveness in meeting the university's institutional mission effectiveness of outcome measurement and what program changes have been made based on the result of the assessed outcomes.

Narrative

HOP

- Served 1,281 new freshmen students in the fall. Survey results based on 1,200 respondents.
- 95% of students gave their HOP Peer Counselor an A or B (up 3% from 2012)
- 88% of students gave their orientation to the major session an A or B (only down 2% from 2012)
- 83% of students graded their overall experience at HOP an A or B (up 8% from 2012)
- 77% of students graded their overall class registration experience an A or B (up 2% from 2012)

HOOP

- Served 1,025 new transfer students in the fall
- 93% (949) of HOOP students agreed that HOOP orientation information was “clearly presented and easy to understand.”
- 91% (937) of HOOP students agreed that the “HOOP website was easy to navigate.”
- 89% (908) of HOOP students noted that they “would choose to do HOOP again as an online option instead of an in-person option.”
- 88% (903) of HOOP students agreed that HOOP “prepared them for course registration.”

Spring Preview

- In 2013, Spring Preview served 413 prospective/admitted students and 932 of their family members.
- In 2014, Spring Preview served 591 prospective/admitted students and 1278 of their family members.
- 98% stated that HSU staff members were helpful in assisting them throughout the day.
- Of 93 survey respondents: 43% stated that they already knew they would attend HSU prior to Spring Preview; 30% stated that they realized HSU was for them after attending Spring Preview; 4% stated that they realized HSU was not for them after attending Spring Preview; and 23% stated that they were still considering their options.

- Of 93 survey respondents: 84% stated the event was very effective; 17% stated it was somewhat effective, and 0% stated it was not effective.
- 91% stated that their expectations were realized.

2.A. Staff Engagement in Institutional Efforts and Activities

Describe how the department engages all members in the discussion, review, assessment and revision of program SLOs and other services.

Narrative (left blank)

3.A. Investments

Staff FTES by classification type, ethnicity and gender. Include budget expenditures distinguishing between temporary staff, student staff, permanent staff, and Operating Expense. (Budgets to include State General Fund, Trust Funds, Grants and Contracts, etc.)

Narrative

Sources

- [XLS] 13-14 OPP D40062 PREP Staffing rpt June 2014
- [XLS] 13-14 OPP D40062 PREP Staffing rpt Oct 2013

3.B. Efficiency

Staff/student ratio (SSR) within the unit, scope and type of service, number of program participants by discrete service (distinguish between group presentations and one-on-one work with individual students), number of contact hours, and comparisons to benchmarks based on similar size campus and demographic data for student populations.

Narrative (left blank)

4.A. General Conclusions about Past Year Performance

Through analysis and personal observation, summarize your conclusions about the past year. Discuss to what extent your department has or has not met stated goals and any challenges faced in achieving goals? What activities has your program engaged in to improve the student success and the HSU environment? Describe notable achievements since your last self-evaluation.

Narrative

Milestones

- Through a 2013 partnership with Kate Nishi (Registrar), Dale Sanford (ITS), Pam Dougherty (Advising), and the academic departments, HOP created an original orientation registration tutorial in Drupal for new freshmen. The registration tutorial featured embedded videos created by HOP, and a 1st-year MAP as well as a personalized & interactive GEAR sheet from each department.
 - In 2013, 1,360 admitted freshmen completed the registration guide.
 - In 2014, OPP sought greater input and benefitted from the a collaboration with Jenni Robinson & Anna Villagomez (Registrar), Su Karl (Learning Center), the Advising Center staff.
 - By the second day of the June registration window in 2014, 946 students had completed the registration guide.
- In 2014, HOOP was reviewed and extensively updated in partnership with Jenni Robinson and Anna Villagomez from the Office of the Registrar.
- First-time collaboration between Housing, RAMP, and OPP allowed this office to officially start orientation activities in the evening of the residence hall move-in day. This coordinated effort allowed new freshmen to meet three student leaders, learn about our programs and the support we provide, and served as a meet & greet based on housing assignments.
- In partnership with the Academic and Career Advising Center, HOP programming included a mandatory 45-minute session for freshmen that offered an early connection to career exploration.
- Incorporated QR technology into Spring Preview for check-in purposes, in partnership with ITS and the Admissions Outreach staff in 2014.
- With attendance numbers growing for Spring Preview, OPP hosted two identical Spring Preview events for the first time in 2014.
- In 2013, and to mirror the commencement program, HOP coordinated the entire freshmen class entering Redwood Bowl, circling up, and being recognized by their families as a new class as their first HOP activity.

Accolades

- Marissa Mourer was selected as a presenter at the 2015 HSU Institute for Student Success for a session entitled, “Tech It to the Limit.”
- Marissa Mourer served as one of three Peer Reviewers for Educational Session proposals on Professional Development for the 2014 NODA Annual Conference.

- Marissa Mourer served as an Educational Session Reviewer for Educational Session proposals for the 2014 NODA Region II Conference.
- Marissa Mourer, Banning Ramirez, and Emma Hopson co-presented a session at the 2014 NODA Region II Conference entitled, “Tech It to the Limit.”
- Marissa Mourer authored a book review “Hidden America,” which is under consideration for publication in the 2014 edition of the Journal of College Orientation and Transition.
- Marissa Mourer presented a session at the 2013 CSU Teaching & Learning Symposium entitled, “Teaching with Digital Technologies.”
- Marissa Mourer presented a session at the 2013 NODA Annual Conference entitled “Outcomes-Based Leadership Training Program.” Marissa Mourer, Banning Ramirez, and Jessie Lorge co-presented a modified session at the 2013 NODA Region II Conference.

5.A. Recommendations, Goals and Student Learning Outcomes for Next Year

Summarize program modifications or changes to be made as a result of assessment. Show how the changes responded to changing demographics, technologies, external requirements, or other relevant factors. Goals may be carried over from year to year but changes must be informed by your data analysis and conclusions in 4.A.

Narrative

- Track Spring Preview participants to see who enrolls by QR code. Collected this year: there are a total of 433 Preview attendees (IA_PRE) in Hobsons for this year to denote students who preregistered and attended. But, need additional data support to pull together a clearer picture of our coded students
- Establish a steering committee for orientation
- Successfully standardized student leader experience in Admissions & Orientation after a four-year partnership. Goal for this next year is to incorporate the Admissions ACU students and their supervisors into this program model. For example, a standardized Ambassadors manual has existed for the past year, but does not yet reflect the work done in the ACU.
- Have protocol in place to encourage Ambassadors in trouble academically to connect with faculty and the Learning Center. We still lost 4 students with this in place, and my protocol seems quite intrusive compared with my colleagues' attempts. At a loss of what to do next besides raising the GPA minimum to a 2.8 (we're currently at a 2.5).