

**Humboldt State University  
Student Academic Services Outreach Program  
2013-2014 Annual Report**

**1. Mission**

State your department mission. Discuss how the unit supports the broader university mission. Discuss how the unit evaluates its effectiveness in meeting the divisional mission.

**Narrative**

**MISSION STATEMENT:** The Student Academic Services Outreach Program (SASOP) promotes the belief that all students have the right to college access and aims to empower students of color and traditionally underrepresented due to economic, educational and/or environmental backgrounds to obtain a post-secondary education. Our program provides respectful, culturally sensitive, and accurate assistance to students and their families to prepare for college entrance and success.

**VISION:** Every student we encounter will leave with confidence and resources to college access and successfully receive a college degree.

**Student Academic Services Outreach Program's (SASOP)** goal, in accordance with the guidelines set by the California State University System (CSUS), is to increase college enrollment and completion of students who are disadvantaged due to economic, educational and/or environmental backgrounds. High school students from these backgrounds are less likely to enroll in college and many that do enter never complete a college degree. SASOP provides academic support services to increase family awareness of college opportunities and provides assistance with preparation and application. Outreach services are targeted to raise the aspiration of students attending schools with low-college going rates and provide them with the tools to successfully enroll and graduate from college. Research validates that students will rise to the challenge of "high expectation" for their academic success.

**HSU Vision: "We will commit to increasing our diversity of people and perspectives."**

The program supports students in all facets of college preparation and is committed to accountability and assessment of programs and activities. SASOP is committed to the development of a rich and diverse campus learning environment; a campus in support of multicultural diversity.

**HSU Vision: "We will be exemplary partners with our communities, including tribal nations."**

Effectiveness will be measured by the number of students enrolling at HSU who have participated in SASOP activities and/or received services.

## 2. Goals

Describe the service under review, emphasizing the unit's goals, and its impact on student success. Goals might include delivery of a specific service, compliance with state or federally mandated monitoring, or other activities directed at providing support to the institution or to students.

\*If the unit's goals have changed since the last self-evaluation, explain how and why they have changed. Show how the changes responded to changing needs, technologies, external requirements, and/or other relevant factors.

\*This will be accomplished in the second year of review.

## Narrative

### Student Academic Services Outreach Program Goals:

- **Inform** - provide a comprehensive program of services designed to inform students and parents about admission requirements, financial aid, housing and educational opportunities available at CSU campuses. Programs include: American Indian College Motivation Day, College: "Making it Happen", Gates Scholarship Workshops, Latin@ High School Empowerment Day, Preview Plus, 8th Grade Outreach Partnership Humboldt County Office of Education's Decade of Difference, Latino Parent Nights, specialized campus tours and outreach.
- **Provide** - College Access & Success by building bridges with the local tribes, agencies and educators of the service area **and** establishing outreach, trainings and workshops for community college transfers, middle and high schools students, families/guardians, teachers and administrators.
- **Assist** - provide one-on-one support for filling out applications, explaining policy and procedure, and connecting students and families with support programs pertinent to their college attendance needs.

## 3. Department Effectiveness

Describe your clients in terms of their roles on campus (student, staff, administrators, etc.), and reflect on whether you are serving the groups you are expected to serve (in terms of diversity, program goals, etc.). Describe how the unit engages all members in the discussion, review, assessment and relevant factors. How and when has your unit assessed program outcomes, and how have you responded to the results? What changes have been made based on the result of the assessed outcome?

If data is available, describe how well your program is doing in terms of the following outcomes:

- Volume of unit activity (number of students/clients served, number of appointments, etc.)

- Efficiency (responsiveness, timeliness, number of requests processed, etc.)
- Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)
- Client/student satisfaction with services (data needs to be disaggregated by gender, ethnicity, abilities, etc.)

Describe how program or achievement outcomes relate to the unit goals.

**Narrative**

- Efficiency (responsiveness, timeliness, number of requests processed, etc.)
- Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)
- Client/student satisfaction with services (data needs to be disaggregated by gender, ethnicity, abilities, etc.)

Describe how program or achievement outcomes relate to the unit goals.

**4. Department Improvement**

Discuss how the unit addresses improvement. What activities has your unit engaged in to improve the administrative support service and environment?

**Narrative** (left blank)

**5. Department Environment**

1) Discuss the unit's environment, including the relationships among staff and program engagement with other units or support areas.

2) Discuss the unit's engagement in institutional efforts and activities.

3) Discuss facilities, staff and equipment assigned to the unit and how well they support unit goals.

4) Indicate the specific hours the unit operates and describe how the scheduled hours of availability meet the demand for services. If the unit operates during other than normal business hours, specify how these additional times meet the needs of other units/programs/students.

5) Describe the influences that external factors, such as state laws, changing demographics, and the characteristics of the students/clients served have on the structure and services of the program and how the unit addresses these factors.

6) Describe the interactions between this unit and other units/programs on campus and any particular influences these interactions have on the ability of the unit to meet its goals.

## Narrative

### Environment

The department consists of a full-time Director (who is the PI for the federally funded Talent Search Program) and an Administrative Support Assistant which is shared with the federally funded programs: Talent Search TRiO (8.5%) Upward Bound Program (25%) throughout the year. Due to the nature of the outreach work, SASOP collaborates with the Educational Opportunity Program/ federally funded Student Support Services, Admissions, Housing, Dining, Financial Aid, Multicultural Center, INRSEP, ITEPP, Humboldt County Office of Education, tribes, Latino Net, California Native American Counselors and Recruiters Association, and various agencies.

### Engagement in Institutional Efforts and Activities

SASOP efforts fully support the Enrollment Management Plan for the University, by providing early outreach and services to the incoming freshmen and transfer students. We provide specialized outreach to diverse populations within California. Due to the demographics, events and programming and culturally sensitive services to Latino and Native American students and families is provided within the service area.

### Facilities, Staff and Equipment

Currently the unit is housed in Siemens Hall 210, which has adequate space and is very conducive to programming and large events that are coordinated throughout the year. The 2013-14 academic year seen nearly a \$3000 increase in the fees that the campus has imposed on units that were waived in the past. This increase dramatically challenged the budget, but was satisfied by the salary savings of the SASOP Director who took another position on campus.

- **Northcoast CalSOAP Consortium** of K-12 schools, colleges and community agencies, works to increase the number of local youth continuing their education to post-secondary institutions.
- **Humboldt/Del Norte P-16 Council** is an assembly of education, business and community leaders charged with developing strategies to better coordinate, integrate and improve education for pre-school through college students.
- **“Big Time” Planning Committee** – this annual event is intended to bring the Native families to campus to provide a forum for cultural exchange. Families have the opportunity to explore the campus and meet the Native students, faculty and staff. The Director of SASOP organizes the “Amazing Race” where students from ages 4 -18 are invited to join. The participants are led by current HSU students and are taken across campus to explore.
- **HSU/CR Liaison Group** – HSU hopes to increase the transfer enrollment from CR. In particular the committee would like to increase Native American transfer rates. SASOP director is developing an outreach strategy for transfer.
- **American Indian Graduate Center** - Director is a reader for the Gates Millennium Scholar.
- **Humboldt County Foster Youth Education Steering Committee** - Director is a member

- **Decade of Difference** - a ten year community initiative designed to prepare youth to be contributing and productive members of our service area. This will be achieved by several strategic efforts including: college and career planning.
- The Director is the advisor for:
  - **ELITE Scholars** - a club to support former foster youth attending the HSU camp

### **Hours of Service**

SASOP is open 8-5 p.m. Monday - Friday and due to the nature of services Director provides services on weekends and evenings. For example, providing campus visits for the students that were involved in the Bus Accident during Preview Plus, required the director to work every weekend in the month of June to provide quality visits when the campus was closed.

### **External Influences and Changing Demographics**

The Millennial Generation is the first generation to grow up with the internet. In some respects they are overloaded with information. Thus, this target group has become very difficult to focus. They are constantly on their phones and devices. They are used to constant stimulation. Staff have had to increase their technological capabilities and creativity. This has required an increase in equipment for presentation and also staff to keep up-to-date with current music, trends and fashion. This increases the workload for staff, since presentation requires more and more each year.

There has been an increased awareness of undocumented students and their needs. Resources are limited, but staff have found that they need to increase their knowledge of the Dream Act and AB 540 regulations.

### **Interactions with Other Departments on Campus**

**Housing** - provides quality tours and overview for participants of SASOP. **Dining** provides discounted meals for students and families visiting campus and/participating in programming. **Parking** assist in getting directions and parking permits to visitors. **Admissions** invites Ambassadors to assist with tours and the counselors provide one-on-one updates for incoming students referred by SASOP. **Institutional Research** provides lists throughout the year as needed for documentation. **Plant Operations** assists with getting event areas set-up. **University Center** sets up chairs, tables and equipment as needed. Catering assists in getting meals to on-campus events. **Multicultural Center** connects incoming students to support systems on campus. **EOP/SSS** provides "what to do next" presentations for incoming students and also for those fortunate to be eligible for services the summer bridge program, advising and tutoring. **ITEPP and INRSEP STEM Center** provides advising and admission assistance for incoming students. **Van Duzer Theatre Director** - provides equipment and lighting for events. All of these programs are essential for the smooth operation of all of the programming coordinated by SASOP.

## Sources

- [XLS] 13-14 SASOP D20020 PREP Staffing rpt April 2014
- [XLS] 13-14 SASOP D20020 PREP Staffing rpt Nov 2013

## 6. Conclusions and Recommendations

Present any conclusions and recommendations resulting from the self-evaluation process, referencing any of the topics in the study. Include information on how the unit engages all unit members in the self-evaluation dialogue and how everyone participates in the program review process.

- 1) Summarize your areas of strength and areas that need improvement.
- 2) Identify strategies for the future. Discuss any projected changes and anticipate how the changes may affect staffing, facilities, equipment, and other operational areas.

## Narrative

### Conclusion

The strength of the Student Academic Services Outreach Program programming is that it is designed to reduce the "achievement gap" that predominately impacts Native American, Black and Latino students entering and succeeding at Humboldt State University. Targeted interventions to increase the "college going culture" and participation in rigorous curriculum prior to entering college have been the thrust of the presentations this past year. One program that has demonstrated success is the Preview Plus program, where students from the poorest performing schools and lowest income neighborhoods who have applied and been accepted to HSU are transported up to the campus for Spring Preview. We had over 800 student interested in participating this year, and slots for only 150. We are happy to report that we had three full buses of participants. We surveyed these students prior to coming to campus and discovered that 86% of the students had never been to campus, nearly 40% learned of HSU via a friend, 78% had already committed to HSU, and 71% felt most informed about next steps in Housing. We wanted to survey them again after the visit, but the program was tainted by the terrible bus accident.

## **Areas of Improvement**

1. This study, helps to understand the importance of Alumni... since nearly 40% of students are actually hearing about HSU from a friend. Alumni are a powerful asset that SASOP needs to increase participation of in the future.
2. Students need to have opportunities to visit campuses early in their planning. It is amazing how many students never visit campus prior to enrolling in the Fall. Developing partnerships with AVID, TRIO, MESA, Tribes and similar college success programs should become a priority for SASOP. Establishing campus visits on a regular basis with program located in the areas where the most disadvantaged students are coming from. Building early outreach from Humboldt State University may assist student and their families in planning for college earlier.
3. Although campus visits, events and programming are all documented. SASOP needs to build a method of follow-up and build a data base of perspective students that can be developed over time.

## **Strategies**

- Set-up database to track contacts, address, telephone, email, etc.
- Set-up database of counselors, administrators, agencies, tribes and send out quarterly mail-outs of upcoming campus events and activities that might be of interest.
- Update outreach materials to target the social media users.