Annual Review

Orientation & Preview Programs 2012-13
Humboldt State University
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.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
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.

- Humboldt Orientation Program (HOP)—annual—for incoming freshmen. HOP is a three-day, on-campus, comprehensive orientation devoted to providing an introduction to the academic and social HSU community that covers a multitude of issues in order to respond to our increasingly diverse student body. Program focus is on the successful transition of first-time freshmen to the academic and social communities at HSU.
  - Student leader training & supervision—full academic year—for student staff of up to 45 HOP Peer Counselors.
- Family & Guest (FG) orientation—annual—for families and guests of incoming freshmen. FG runs concurrently with HOP and is devoted to providing an introduction to HSU that covers a multitude of issues in order to respond to our increasingly diverse needs of families.
- Humboldt Online Orientation Program (HOOP)—biannual—for incoming transfers. HOOP is offered throughout the summer and just before the spring semester as an online course hosted in Moodle. It provides essential information about academic regulations and requirements as well as advising and registration support. HOOP students are connected with a faculty advisor within their department as part of the course.
- Humboldt Ambassadors student leader training & supervision—full academic year—for team of up to 75 students. Ambassadors are students at any class standing who are interested in representing HSU on behalf of the Office of Admissions. Ambassadors attend bi-monthly trainings throughout the academic year in order to prepare them to be outstanding student leaders. Many of them transition into the role of HOP Peer Counselor, HSU Tour Guide, and Admissions Front Desk staff.
- Fall Application Review (FAR) annual—for prospective freshmen and transfers. Depending upon application requirements from the CSU Chancellor’s Office, prospective students who attend in-person for in-state or online for out-of-state students will receive a one-on-one review of their application and/or an admissions decision on-the-spot.
- Spring Preview annual—for prospective freshmen and transfers. Our largest yield event within the Office of Admissions. With an attendance of nearly 2,000 students and their families travel to campus in order to participate in a number of campus activities, which included campus & housing tours, in-depth visits & tours with academic colleges, a reception with local restaurants, and the opportunity to sit in on an academic class.
- HOP Neighborhood Fair annual—for all new and returning students. Just following HOP during Welcome Home to Humboldt, up to 55 local businesses and organizations are invited for tabling and sharing information & products in the University Quad.

1. Utilize peer-peer support network to create an atmosphere that welcomes inquiry and values diverse student & family expectations and experiences.
2. Introduce students to the HSU campus community by providing structured activities to engage with faculty, staff, and student leaders.
3. Familiarize students and their families with our campus facilities and services.
4. Provide initial guidance in course selection and registration, facilitate first-time academic advising, and conduct early outreach about academic requirements and expectations.
5. Conduct regular assessments about our new student experiences with the goal of adapting to an ever-changing incoming student population.
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)

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Goal: Provide equitable class registration and academic advising process for new freshmen and transfers.
Objective: Continue process established in 2012 to support engagement with academic requirements and advising at- a-distance during time that meets developmental needs of incoming students.
SLO: 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.

Goal: Host one on-campus orientation program for all new freshmen and their families
Objective: Communicate what a means to be a member of the HSU community in a cohort-based system designed for supporting strong social connections across the incoming class.
SLO: 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.

Goal: Coordinate preview activities in both the fall and spring for prospective students and their families.
Objective: Provide programming that results in high yield for the Office of Admissions.
SLO: 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.

Goal: Recruit, hire, train, and supervise a high-performing team of student leaders, Admissions Ambassadors.
Objective: Provide effective and supportive peer-peer early outreach to new students and peer mentor them throughout preview and orientation activities.
SLO: As a result of spring-semester training, Admissions Ambassadors should be able to complete all training assessments with a 75% performance rate or better.
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.

**Judgment**
- [ ] Compliant
- [ ] Non-Compliant
- [ ] Not Applicable

**Narrative**
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.

**Judgment**

- Compliant
- Non-Compliant
- Not Applicable

**Narrative**

HOP student satisfaction survey results note an overall positive experience at HOP, with 75% of students giving the program an overall “grade” of an A or B. Moreover, the peer-peer activities within HOP received the most overwhelmingly positive results with 91% of students grading their peer counselor and their peer group experience as an A or B. Survey respondents totaled 913, out of a possible 1,200.

Students noted that they appreciated having a peer counselor and peer group throughout HOP. Highlights in addition to the peer group activities were the campus tours, workshops, and the amount of things to do. The remaining students who graded HOP with a C (21.6), D (3.0), or F (0.5) noted that they found the activities “repetitive/redundant” or that it was unhelpful to them with comments like “the second session for looking at majors should be optional. I already knew what I wanted to do, and I didn’t need any financial help.”

I don’t see any HSU retention or engagement data to compare to.

The response rate to the survey alone indicates a high level of participation within HOP. The survey is completed within small peer groups to help ensure a higher response rate. As compared with many of our fellow CSU campuses, our freshman orientation experience boasts a high level of participation throughout the three-day event. This satisfaction survey is completed in the afternoon of the third day of HOP in part in order to understand attendance at HOP. For a program that is trying to meet the needs broadly for an entire incoming class, the overall satisfaction with HOP speaks to our successes in engagement and, I believe, our retention efforts especially with students noting their appreciation for knowing their way around, making friends quickly, speaking with staff & faculty, and understanding the services available and requirements they’re held to. The three-day experience affords us an opportunity to offer a diverse and more experiential learning environment that introduces students to numerous concepts and services to better facilitate their learning and their autonomous use of these after HOP.
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.

Judgment

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

SLO: 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.

Fewer than 200 students did not register from home in June. Of these, 140 had not taken the ELM/EPT examination which meant that they were not permitted to register until they arrived at HOP in August.

We asked students at HOP to give us a grade about the distance class registration process. Out of 913 responses, 30% gave us an A, 45% gave us a B, 20% a C, 3% a D, and 2% gave us an F. Students noted that they had to figure out the class registration process on their own using the resources provided. The positive comments from students most commonly noted were that it was “straightforward,” “simple,” or “easy to use.” The negative comments from students were most commonly noted were that they “found it confusing,” “wanted someone to talk to,” [but didn’t call our hotline] “or it didn’t meet their expectations because they missed a deadline or didn’t think it was important to register earlier.

SLO: 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.

HOP students were broken into cohorts of about 300 and participated in workshops with the following offices: Office of Student Rights & Responsibilities, Office of Diversity & Inclusion, Office of the Registrar, and the Advising Center. Staff from each of these offices led the workshops and provided content to assist the students in meeting their educational and/or personal goals. Following the rotation of workshops, peer counselors answered questions about the content in the workshops and allowed students to discuss their experiences. Although not documented, peer counselors reported that they were surprised to hear HOP students speaking about offices confidently and noting the staff who led them by their first name. We will seek to document their ability to note three resources in 2013. Transfer students already do this within HOOP with 90% of respondents able to identify three resources that they would consult if they had questions about what classes to register for.

SLO: 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.

![Chart](image_url)

Although we only received 57 survey responses following Spring Preview, the above chart notes that 32% planned to attend HSU because
of Spring Preview.

SLO: As a result of spring-semester training, Admissions Ambassadors should be able to complete all training assessments with a 75% performance rate or better.

From the date of hire until the week of HOP, twelve HOP staff were not retained. Following the mandate that student leaders have at least a 2.3 GPA, three students were terminated in January, and two students were terminated in July following spring grades. The remaining were either terminated or voluntarily left due to their inability to complete all training assessments with an overall performance rating of 75%, which was tabulated based on in-person training activities, journal writes, and weekly quizzes. Prior to termination of any student, the student was given a one-on-one appointment to discuss their progress and were required to attend a four-hour intensive training in order to improve their overall rating. The intensive training was effective and will be repeated in 2014.
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.

Judgment
☐ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
HOP is a one professional staff office. All student learning outcomes, measures, and assessments are completed by me. I have taken on the task of involving my two student coordinators so that they learn the process and enjoy a richer employment experience in my office. Yet, taking on this task has involved greater workload as the addition of teaching this process has been time intensive, although highly enjoyable to me and my coordinators.
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.)

**Judgment**
- ☐ Compliant
- ☐ Non-Compliant
- ☐ Not Applicable

**Narrative**

**Sources**

[Link to Funding]
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.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Staff
• 1 professional staff
• 2 student coordinators
• 40 student peer counselors
• 75 student ambassadors

Students
• Prospective freshmen
• Prospective transfers
• Prospective families
• Up to 1,300 incoming freshmen
• Up to 1,000 incoming transfers

One-on-One Student Service
• Direct hiring, evaluation, supervision, and training of two student coordinators. Contact time: up to 80 hours per week per calendar year.
• Direct hiring, evaluation, and supervision or student peer counselors. Contact time: 40 peer counselors up to 40 hours per week per calendar year.
• Direct hiring, evaluation, and supervision of student ambassadors. Contact time: 75 students up to 4 hours per week per academic year.
• Direct phone and email support to prospective and accepted students and their families. Contact time: 2000+ phone calls and 4000+ emails per academic year.
• Maintain and respond to six unique email accounts throughout calendar year.
• Respond to and supervise student coordinator on three phone lines throughout calendar year.

Group Student Service
• Ambassador recruitment via campus event tabling. Contact time: 25+ hours per fall semester.
• Ambassador training program for 75 ambassadors. Contact time: 50+ hours per academic year.

No benchmarks provided. My student coordinators and I presented our student leadership program at the National Orientation Directors Association regional meeting in February 2013 and I will be presenting at the national meeting in November. Feedback from the presentation from professional and student staff centered our successes as compared to their campuses on the comprehensiveness, organization, and outcomes-based nature of our program. Yet, I do not have data from these campuses nor do I know how to go about securing it.
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.

Judgment
- Compliant
- Non-Compliant
- Not Applicable

Narrative

The Orientation & Preview Programs office has a lot going on, all of the time. With one professional staff member, two student coordinators at part-time appointments, and a team of student staff, student volunteers, and the entire Admissions & Records team, there is always something going on and some contact with a prospective, new, or current student. There are many demands of this office and I am confident that I’m meeting the demands and excelling in doing so. An example of the demand the level of work required is that I received this PREP template on July 26 and am completing this assessment on my own during one of my peak times and doing so at 5AM in order to complete by the deadline, which is the Friday before orientation week. Admissions & Records is a big team and this office has worked to ensure that my efforts are a team effort. The A&R team have had input on all facets of Orientation & Preview programming, including communications, activities, and debriefing. Moreover, there are constituents across campus that have an interest in our programming and I have sought input from a diverse group across campus, also on all facets of my office.

The office has met stated goals and there have been many achievements. The HOOP program has gone incredibly smoothly and incoming transfers continue to rank their experience quite highly. Registrar staff note that the call and email volume with confused or angry students has been reduced to near zero. This is certainly true for the HOOP office. Our customer service on the HOOP side is mostly centered on simple user-errors and are positive interactions. The HOP program has moved into the second year with the new system of having students register in June on their own and attend HOP as one class with their families in August. The registration process with the new registration guide that I created was calm and conversations between incoming students and HOOP student staff were carried on at a much higher competency level than even I imagined. For instance, conversations went in-depth about the difference between a domestic and non-domestic diversity & common ground course requirement and what might suit the student better in their major. With these conversations taking place in June, the August HOP has the ability to drill down deeper into content and offer reviews of academic requirements with the goal of better retention of this information rather than in past years where the focus was on initial teaching of the content. I have appreciated hearing from new students & their families and my student staff about the empowerment that many new students have enjoyed by interacting with the tutorials on their own.

I think that both orientation programs are involving new students in a strong manner as they must take some initiative and that requires that they take steps and review material on their own time. This level of engagement is building capacity and also setting the tone for their experience here at HSU. I continue to involve the Admissions & Records team in assessing how we might communicate more clearly, and provide outreach to students to enhance their experience but overall see that what we’re doing is engaging students and sending a consistent message.

A big success this year has been in my training and evaluating of my orientation student staff. As mentioned above, I have involved two student coordinators in the evaluation process and have documented our staff’s improvement over the course of employment in my office. I continue to look for ways to enhance their experience and leverage their skills for my programs. This has also been a highlight of the year for me personally to see my student staff grow and to have provided the means for them to build upon their skills and leave with many more transferable skills.
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 but must be informed by your data analysis and conclusions in 4.A.

**Judgment**
- ☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**
I plan to use the same SLOs here for next year and will be making changes in how I go about collecting the data. There are many things going remarkably well that my focus is on smaller changes in order to better understand what is working and what isn’t.