1.A.

Description of Program Services

Judgment

☐ Compliant  ☑ Non-Compliant  ☐ Not Applicable

Narrative

MISSION STATEMENT: The Student Academic Services Outreach Program (SASOP) staff believes 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 the confidence and resources to access a college education.

Student Academic Services Outreach Program's (SASOP) objectives, in accordance with the initiative designed to improve student access to college, set by the California State University (CSU) Board of Trustees, SASOP provides a comprehensive program of outreach services designed to inform students of color and traditionally underrepresented communities about admission requirements, financial aid, and educational opportunities available at CSU campuses. A major role of this department is to build bridges with the P-16 Council of the service area by reaching out to community college transfers, middle and high schools students, teachers and administrators. SASOP offers special outreach events and specialized tours. 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, where students can pursue their educational endeavors without fear or insult. As essential to the aforementioned objectives, SASOP is a proactive advocate for the needs and concerns of students.

EVENTS/ACTIVITIES INCLUDE:

- Native Welcome/California Indian Day
- American Indian College Motivation
- Early Outreach Services 8th Grade Campus Visits
- College Making it Happen
- Gates Scholarship Workshop
- College Readiness Conference
- Latin@ High School Mentor Day
- Amazing Race
- CSU Scholarship Program for Future Scholars
- CSU Graduate Equity Fellowship
- Preview Plus
- All-Native Graduation Ceremony

ELITE Scholars - Serving Former Foster Youth

MISSION STATEMENT: We are dedicated to assisting students, who are exiting the foster care system, enter college and find the pillars of support to access entrance into college and successfully graduate to build a better future.

VISION: Every former foster youth/student without parental support will feel welcomed, comfortable, safe and supported on our campus.

ELITE Scholars (Excelling and Living Independently Through Education) is a support program committed to empower current and former foster youth succeed in navigating the pipe-line in the pursuit of attaining a quality college education. The staff provides students with a broad array of support services to build a strong foundation for their educational endeavors.

Events & Activities

- Orientation Program
- Degree Audit Reporting System Review
- Student Information Dissemination
- Guest Presenters
- Targeted Self-Improvement Workshops
1.B.

Description of Program Goals for Year Under Review

Judgment

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Student Academic Services Outreach Program’s goals are:
1) Increase strategized outreach to low-income, first-generation, foster youth, and/or other disadvantaged youth.
2) Build community partnerships with outlying agencies, Tribes and educational programs.
3) Track HSU enrollment, retention and persistence.

ELITE Scholars ( Excelling and Living Independently through Education) - Serving Former Foster Youth

We recognize that independent students (former foster youth) may face unique challenges and obstacles in pursuit of their educational goals. And we are committed to providing staff that understand and who are professionally trained to assist. Students who have been in foster care continue to lag behind their peers with respect to college retention and graduation, even when compared to low-income, first-generation students.

When foster youth are provided needed support, they will succeed. Our goal is to provide innovative strategies that will assist students in succeeding in college.

We strive to provide one-on-one advocacy for foster youth through mentoring, advising and facilitating educational progress. Foster youth participating in campus support programs remain in college longer and at higher rates than other students.
1.C.

Enrollment/Participant Data
Demographic profile of student enrollment/participants by majors, class level, and enrollment status (part-time vs. full-time). Data to be disaggregated by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level.
Brief summary discussing data.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

**AICMD (American Indian College Motivation)**

- 53 Seniors, 54 Juniors, 48 Sophomores and 31 Freshmen
- **Gender:** 84 Male  97 Female
- **Ethnicity:**
  - 62% American Indian
  - 16% White
  - 14% Mexican American
  - 2% Asian American
  - 3% African American

18 or 18/53 = 34% American Indian high school senior students who participated in AICMD were accepted to HSU for Fall 2012.

**Latin@ High School Mentor Day**

192 Latin@ students from throughout Northern California high schools spent the day attending workshops design and presented by HSU MECHA Club.

100% Latino
1 student enrolled in HSU for Fall 2012

**PREVIEW Plus**

- 119 students in attendance: 73 Females  46 Male
- 61/11 51% students enrolled Fall 2012

- Gender: 29 Males and 33 Females
- Ethnicity: 3 Asian, 8 Black, 42 Latino, 4 White, 5 Unknown.
- EOP: 23/61 =38%
- Foster Youth: 2

- **Majors:**
  - 1 Anthropology
  - 2 Art
  - 7 Biology
  - 1 Botany
  - 4 Business Administration
  - 1 Chemistry
  - 3 Computer Science
  - 1 Economics
  - 1 English
  - 2 Environmental Engineering
  - 1 Forestry
  - 3 Journalism
  - 3 Kinesiology
  - 1 Liberal Studies
  - 2 Music
  - 1 Political Science
  - 6 Psychology
  - 3 Sociology
  - 1 Theatre
  - 13 Undeclared
  - 2 Wildlife
  - 3 Zoology

**CSU FUTURE Scholars**

SASOP was able to recommend and award 27 incoming freshmen and college transfer student the California State University Future Scholars grant. Students were selected based on being first-generation, low-income,
coming from disadvantaged schools/backgrounds, foster youth, etc.

**Gender:**
7 Male and 20 Female

**Ethnicity:**
2 Asian
1 African American
8 Latino
15 White

**GRADUATE EQUITY Scholarship**
The sub-committee were able to recommend 5 Graduate Equity awards to first-generation, low-income master students for Fall 2012.

**Majors:**
3 Psychology
2 Social Science

**Ethnicity:**
2 Latino
2 American Indian
1 African American

**GATES SCHOLARSHIP Workshop**
22 students applied for the Gates Millennium Scholarships held at HSU and Del Norte County Office of Education

**Ethnicity:**
10 Asian
7 American Indian
5 Latino

5 Students from Hoopa High School received the Gates Millennium Scholarship.
1 Student is attending HSU Fall 2012.

Another note: The director of SASOP was asked to be a reader for the Gates Millennium Scholarship.

**ELITE Scholars - Serving Former Foster Youth**

We provided services for 92 Former Foster Youth. Of these:
43 were eligible for the State Chafee Grant. (Funding of $5,000/yr)
EOP/SSS Participants: 16/92=17%

**Majors:**
- 1 Anthropology
- 1 Applied Mathematics
- 3 Art
- 9 Biology
- 1 Botany
- 7 Business
- 3 Communication
- 1 Economics
- 4 English
- 2 Environmental Resources Engineering
- 1 Environmental Science
- 2 Forestry
- 2 History
- 1 Industrial Technology
- 1 International Global Studies
- 2 Journalism
- 2 Kinesiology
- 3 Liberal Studies
- 2 Music
- 1 Natural Resources Range and Soils
- 6 Pre-Nursing
- 3 Political Science
- 9 Psychology
- 1 Religious Studies
- 3 Social Work
- 4 Sociology
- 10 Undeclared
- 2 Wildlife
- 4 Zoology

**Class Level:**
Students by Year:
35 Freshman
06 Sophomore
10 Junior
08 Senior
01 Master

**Gender:**
31 Male
61 Female
1.D.

**Student Retention & Engagement**
(e.g. graduation rates, satisfaction surveys). Data to be disaggregated by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level).
Briefly summary discussing data.

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

**Narrative**
All of our events are geared at including incoming freshmen. They are invited to participate in student panels, campus touring, community outreach, etc. We have not been asked to document retention and engagement, since we are an outreach program.

**ELITE Scholars - Serving Former Foster Youth**
There were 5 graduates in Spring 2012. We will be tracking students and will have more detailed information AY 2012-13.
1.E.

**Student Learning Outcomes**
Interpretation of outcome results, can include effectiveness of outcome measurement.

**Judgment**
☑ Compliant   □ Non-Compliant   □ Not Applicable

**Narrative**
We didn't track any particular Student Learning Outcome for 2011-12. However, we have in place an ongoing accumulation of data to determine which of our programs are successful.

**ELITE Scholars - Serving Former Foster Youth**
Assessment of student learning outcomes was not compiled. This will take place 2012-13.
2.A.

Staff Engagement in Institutional Efforts and Activities
(e.g., committee participation, club advisor, collaboration with another department)

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
The Director of SASOP is an active member of the following:

- **Access to Success (A2S)** an Initiative of NASH (National Association of System Heads). A2S is focused on setting clear goals to close the historic gaps in college access and success between students of different ethnic, racial and economic backgrounds. Launched in 2007, this voluntary effort conducted with the support of The Education Trust, brings together participating system leadership teams to learn from one another and outside experts on critical action steps to close the achievement gaps for underrepresented students. The actions steps include setting goals, building public support and momentum for meeting the goals, identifying and mounting powerful action strategies, and publicly reporting progress on a common set of metrics. In fall of 2009 the NASH, through the Education Trust, convened the A2S Native American Student Success (NASS) Task Force. She has been working with President Richmond on the NASS work group, since June 2010.

- **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.

- **Northcoast CaSiSOAP Consortium** of K-12 schools, colleges and community agencies, works to increase the number of local youth continuing their education to post-secondary institutions.
  - Diversity & Inclusion Student Success Collaborative (DISCo) – In June of 2011, the Vice-Presidents for Academic Affairs and Student Affairs convened a working group with the mandate to “develop and institutionalize a cross-campus model for effective collaboration, coordination, and communication between all campus units that are involved in supporting the success of students who are historically under-represented in higher education, with the intention of supporting HSU’s commitment to inclusive student success.” Specifically, we were asked to “participate in the process of creating a structure and mechanism for collaboration.”

- **“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.

- **Change Steering Committee** – In February 2010, the Cabinet for Institutional Change released its report, *Building the Capacity for Change: Improving the Structure and Culture of Decision-making at HSU*. The report was reviewed by representatives of all campus constituencies (Academic Senate, Associated Students, Staff Council, University Executive Committee) as well as WASC; each endorsed Cabinet recommendations as a structure to guide change at HSU. As a result, our smaller “Change Steering Committee” was created to keep these issues on the front burner and work to ensure that those with the resources and authority to act on these recommendations do so.

- **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.

The Director is the advisor for:

- **Finding Resources and Empowerment Through Education (F.R.E.E.)** – a student club dedicated to assisting disadvantaged youth due to economic and/or circumstance.
- **ELITE Scholars** – a club to support former foster youth attending the HSU campus.

**ELITE Scholars - Serving Former Foster Youth**
The Director of ELITE worked closely with Housing, EOP/SSS and Financial Aid to secure services for incoming and current former foster youth. We have worked with Admission staff to serve incoming freshmen.
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
Director, Adrienne Colegrove-Raymond, SSPIV, Native American, Female.
Administrative Assistant – Jessica Bishop, ASAII, White, Female.
The ELITE Scholars Program is an entity under the auspices of the Student Academic Services Outreach Program’s operating budget. An allocation of $2000 was used for the academic year to provide hospitality, guest speakers, etc.

Sources
[11-12 D20020 SASOP Funding]
[11-12 D20020 SASOP Staffing]
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
Two staff members: Director and Administrative Assistant.

ELITE Scholar - Serving Former Foster Youth
All services were provided solely by the Director of Student Academic Services Outreach Program.
4.A.

General Conclusions about Past Year Performance

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
One of the most difficult obstacles faced by the program was the inability to receive lists of former foster youth. Most of the names were generated by EOP/SSS. Finding students was challenging. However, once students were contacted it became very clear that there is a need for the program. Funding will be sought next year, after a needs assessment is compiled. We developed a wonderful network and partnership with the Humboldt County Social Services, California Pathways, Northern California Foster Youth Consortium, Casey Foundation, Steward Foundation and the Burton Foundation. This year we were instrumental in creating the Humboldt County Inter-Agency Educational Handbook for serving Foster Youth.
5.A.

Recommendations, Goals and Student Learning Outcomes for Next Year
Goals should be established utilizing CAS Standards for the program as well as the university vision and HSU Student Outcomes. Goals must include objectives for a specific or focused area of student support (ex. admissions, financial aid, housing and residential life, learning support services, student conduct, etc.), a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Learning is a complex process. Therefore, in our department we reflect on a diverse array of indicators of growth, change and continuous improvement.
1) Students who are involved with SASOP activities/programming will learn how to apply and get accepted to HSU – and another support program if applicable (EOP/SSS, INRSEP, ITTEP).
   • The measurement will be successful college admission.
2) Students will become actively aware of and involved in the steps they will need to accept admission, housing and financial aid packages and register for courses.
   • The measurement will be successful entrance and adjustment to campus. We will survey incoming students and track their first-year of academic success.

Student Academic Services Outreach Program’s goals for 2012-13:
1) Increase strategized outreach to low-income, first-generation, foster youth, and/or other disadvantaged youth.
2) Build community partnerships with outlying agencies, Tribes and educational programs.
3) Track HSU enrollment, retention and persistence.

ELITE Scholars - Serving Former Foster Youth
We will continue to abide by legislation in assisting former foster youth on our campus wi

• AB 12 – Extension of Foster Care Services Until Age 21
• AB 1393 – CSU must give priority to current and former foster youth for on-campus housing as well as priority for housing that is open the most days in a calendar year to ensure stable housing for foster youth during their college education.
• AB 2877 – Extending Medi-Cal for Former Foster youth until the age of 21.
• AB 194 – Gives priority course registration to former foster youth attending the university.
• Humboldt State University (HSU) through their TRIO Programs are required to identify and make available services under such programs to youth in foster care and youth who left foster care after reaching age 13, or to homeless children and youth, as defined by law (HEOA PL 110-315, Title IV Part A Sec. 403).
• We will ensure that students at time of enrollment, who are 19 years of age or younger and are or were dependents of California’s Juvenile Court placed out of state, shall be entitled to resident classification until they have resided in the state the minimum time necessary to become a resident (EC 68085).
• We shall ensure that identified current and former foster youth are informed of services provided by these programs and other campus resources such as EOP – ELITE Scholars (EC 89345).
• HSU will ensure representation on appropriate advisory councils is expanded to include at least one former foster youth who is either a current or former student at the university (EC 89344).

Student Learning Outcomes Goals for AY 2012-13:
Upon completion of academic year – frequent participants (5 or more contacts with the ELITE Scholars Program) will:
Choose campus and community services effectively to reach goals and solve problems; this objective is measured by the students’ use of the services.
By the end of the 2012-13 academic year participants attending workshops, will be able to identify and classify their spending habits and prepare a personal budget; identify and implement a wellness plan; have a clear academic plan steering them towards graduation within 6 years.