

Student Services Orientation Goals and Assessment Plans 2011-2012

Department Name: Orientation

Departmental Goals for 2011-2012 (not all of these have to be assessed)

1. Implement and evaluate effectiveness of a new NetConnect.

In spring of 2011, the Orientation Director worked with IT to make the necessary changes, including updated quizzes, measurable data of student evaluations through SharePoint, a more linear succession of learning modules, and a printable version for ADA accessibility in addition to meeting branding standards. The new NetConnect, available through the MyPage Portal for the first time, was launched June 2, 2011. Full automatic processes transferring completions of NetConnect from SharePoint to Axiom, then to Banner – to release students for class registration – were implemented in July 2011, streamlining the process and allowing orientation staff to pay greater attention to other priorities. Upon entering the NetConnect portal in MyPage, students were notified whether or not they had applied for the correct term and were directed on how to proceed or make the necessary updates to their records before proceeding. In spring of 2012, additional “upload” times were implemented so that students would be able to be assigned registration groups –permitting them to register - within 4-12 hours of completing NetConnect vs. the 24 hour period that had been the default previously. Finally, SharePoint, which captures all of the evaluation and completion data once a student finishes their NetConnect session, has permitted orientation staff to review the effectiveness of the “new” NetConnect via student self-reports. As SharePoint also captures student contact information via MyPage and Banner extractions, orientation staff has been able to contact students who requested additional assistance beyond NetConnect to ensure that their needs have been met upon striving toward matriculation.

2. Implement Mandatory Orientation.

The Orientation Director orchestrated meetings with Academic Advising to implement Group Advising Sessions that would allow more students to receive small group first-semester advising and course planning in the areas of their interest and would hopefully alleviate the Academic and Career Advising Office from the large numbers of students immediately following orientation events. Wording was changed in admissions letters, other mailings (i.e. CampusConnect and QuickConnect postcards) and email from the Orientation Office, as well as in the College Catalog and other institutional publications and calendars, particularly in order to mention the orientation requirement. *Mandatory orientation was effective summer 2011.* As the Orientation Office was still a 2.5 person staff at the time of the tremendous influx of participation, the Orientation Director made a request to hire Orientation Leaders to assist in the office and to conduct QuickConnect sessions; four new student leaders were hired at the end of October 2011. With the assistance of the permanent part-time orientation specialists, a new training program was designed to ensure that student employees had enough knowledge to be able to present and properly assist students and meet their needs. Since the implementation, the Orientation Office has been able to assess the notable increases in participation, enrollment, and retention numbers of SLCC students as relating to orientation from summer 2011 through spring 2012.

3. Implement a new prototype of QuickConnect.

Small changes were made in the content of QuickConnect starting spring 2011. Then, with the news that that College would no longer be printing the college catalog within the year, the Orientation Office decided to gear the new presentation toward helping students navigate all necessary processes online

(summer/fall 2011). The academic advising component was added – allowing for academic advisers to take the last 30 minutes to help students begin to fill-out their course planners and plan for first-semester classes. Additionally, in January 2012, the use of student response systems (i.e. clickers) during presentations was implemented to gauge student interest and active participation. In spring 2012, an informative, multimedia pre-show was added to further expose students to needful information while waiting for presentations to begin.

4. Assess the numbers and proportion of ethnic students attending orientations.
See assessment below.

5. Track attendance, enrollment and persistence rates of students who completed orientation compared to those who did not.
See assessment below.

Project (Assessment) Title: 2011-2012 Evaluate effectiveness of new prototype of NetConnect

Note: List the year, 2011-2012, in front of each assessment title.

College Priority & Objectives:

Objective #1A.2 - Acquire knowledge

Objective #2D – Improve student access and success

Methodology: We propose to compare old evaluations to our new version of evaluations to determine student satisfaction and learning outcomes.

Results/Findings: Evaluation have been collected but the comparison of the evaluations to the old evaluations has not been done.

Project (Assessment) Title: 2011-2012 Assess the numbers and proportion of ethnic students attending orientations

College Priority & Objective:

Objective #2D – Improve student access and success

Methodology (Plan/Timeline/Method): We will compare this list on a yearly basis to help us determine trends in student behavior.

- Work with Jourdan from IT to determine how many ethnic students participated in orientation vs. ethnic students who did not participate.
- Assess the information based on IT numbers and conversations with Multicultural Initiatives.
- Use feedback to determine if a special orientation should be used for ethnic students.

Results/Findings:

Data revealed that:

- Participation rates in orientation of historically underrepresented applicants (41%-54%), excluding non-resident alien and non-specified groups, was in-line and sometimes higher than the participation rates of majority applicants (44%).

- All underrepresented groups, excluding non-resident alien and non-specified groups, enrolled at lower rates than the majority population (63%-70%) – with Native Americans representing the most notable difference (at 63%).
- Pacific Islander students who oriented in Fall 11 persisted to the following semester at a much lower rate (45%) than all other groups (65-81%).

Orientation Completion of Applicants by Ethnicity

	African-American	Asian	Latino	Native American	Pacific Islander	Caucasian	Non-resident Alien, Non-Specified, other	Total
Fall 2011	54%	41%	51%	53%	50%	44%	21%	44%

Enrollment Rate in First Term of Oriented Students by Ethnicity

	African-American	Asian	Latino	Native American	Pacific Islander	Caucasian	Non-resident Alien, Non-Specified, other	Total
Fall 2011	68%	59%	63%	65%	66%	59%	50%	59%

Persistence to following semester of Oriented Students

	African-American	Asian	Latino	Native American	Pacific Islander	Caucasian	Non-resident Alien, Non-Specified, other	Total
Fall 2011 to Spring 2012	80%	81%	68%	65%	49%	71%	68%	74%

See Appendix for the full statistical report with actual numbers on participation, enrollment and persistence rates of students by ethnicity.

Actions Taken:

Meetings between the Orientation Office, School Relations Office, and the Multicultural Initiatives Office should be planned for fall 2012. The purpose of the meetings would be to discuss findings and inquire as to which services are most helpful to particular populations, particularly Pacific Islander students, and how their needs can be best met. After said meetings, the Orientation Office will assess the needs for orientation sessions and follow up tracking geared particularly towards specific groups.

Project (Assessment) Title: 2011-2012 Track students' attendance at Orientation programs as well as ascertain enrollment and persistence rates for dashboard indicators.

College Priority & Objective:

Objective #2D - Implement best practices to improve students participation in advising, learning support and non-curricular activities that are related to student persistence.

Methodology (Plan/Timeline/Method): Attendance will be collected at every orientation and will be input into Banner. After the drop period of spring semester, Orientation staff will meet with IT to determine how many of the orientation participants have enrolled in the semester and subsequently persisted by enrolling in the following semester.

With the implementation of mandatory orientation for first-time students (FY, FO, EG), we will work with IT to add admit type to the benchmark statistics. This will enable us to assess the impact of mandatory orientation on targeted groups.

Results/Findings:

The data continues to confirm the findings from previous years on the effect of attending orientation on first-term registration and second-term persistence. For example:

- Conversion to registration is highest with students who attended a CampusConnect (84%) as compared to QuickConnect (70%) and NetConnect (68%) for Fall 11. The conversion rate of students who attend QuickConnect versus NetConnect is not significantly different.
- Completing orientation results in a significantly higher rate of first-term enrollment compared to not attending orientation, e.g. 70% versus 25% in Fall 2011.
- The difference in the persistence rate to the following term of enrolled students who complete orientation compared to enrolled students who did not complete orientation diminish but is still a notable difference.

First-term Registration Rate and Persistence by Orientation Type & Non-oriented

	Total	Registered	Persisted Fall 2011
QuickConnect for Summer 20011 (201130)	885	433 (49%)	292 (67%)
NetConnect for Summer 2011 (201130)	2153	1155(54%)	644 (56%)
Total Oriented Students	3038	1588 (52%)	936 (59%)
Applicants who did not complete Orientation	3808	1664 (44%)	764 (46%)
	Total	Registered	Persisted Spring 2012
QuickConnect for Fall 2011 (201140)	2152	1516 (70%)	1125 (74%)
NetConnect for Fall 2011 (201140)	4651	3168 (68%)	2153(68%)
CampusConnect for Fall 2011 (201140)	429	359 (84%)	278 (77%)
Total Oriented Students	7232	5043 (70%)	3556 (71%)
Applicants who did not complete Orientation	7082	1758 (25%)	1148(65%)
	Total	Registered	Persisted Fall 2012
QuickConnect for Spring 2011 (201120)	1159	814 (70%)	N/A
NetConnect for Spring 2011(201120)	3143	2223(71%)	N/A
Total Oriented Students	4302	3037 (71%)	N/A
Applicants who did not complete Orientation	3559	1279 (36%)	N/A

Students continue to complete online orientation at much greater numbers than in-person orientation. Approximately 61-68% of students completed NetConnect over the past two years.

Attendance at Orientation by Program and Year, 2010-11 to 2011-12 (Su,Fall,Spr)

Type	2010-11	% of total	2011-12	% of total
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QuickConnect	3207	35%	4196	29%
NetConnect	5635	61%	9947	68%
CampusConnect	363	4%	429	3%
Total	9206		14572	

Actions Taken (Use of Results/Improvements):

Students who participate in orientation enroll and persist at much higher rates than students who do not participate. Although the results of higher enrollment and persistence rates of those who attend orientation are most likely not entirely causal (ie., the general make-up of students who attend may be those who are generally more driven and self-motivated), the overall effect of orientation is positive. The numbers would suggest orientations helps to drive students to enroll and persist, supporting the implementation of mandatory orientation.

With one year of experience with mandatory orientation for first-time freshmen, the focus of the Orientation office over the next year will be work with Institutional Research to disaggregate orientation participation patterns by admit type to better project the volume of students needing orientation.