New Student Orientation Programs: Assessment Report 2009-2010

1. Mission Statement

The mission of the Office of New Student Orientation Programs is to assist new and transfer undergraduate students with their transition to The University of Toledo. Students will develop an understanding of the campus, community, and academic resources available at The University of Toledo through innovative and comprehensive orientation programs. The Office of New Student Orientation Programs aids in student success and retention by helping students connect with their new environment including resources to support their educational and personal goals during their academic journey.

The mission of the Office of New Student Orientation supports the mission of the Learning Collaborative and The University of Toledo by creating a student centered approach to inform students of programs and services that will promote enrichment and success as they begin their journey of lifelong learning.

Goals of the New Student Orientation Office related to its mission:

- Provide all students with information necessary to begin their academic journey at The University of Toledo (UT).
- Provide effective student orientation programs that meet the needs of all students who are new to UT.

2. Accreditation

At this time the program is not governed by an external accrediting body; N/A

3. Student Learning/Service Outcomes

Student learning outcomes linked with the mission and goals of the New Student Orientation Office:

- All students who attend an orientation session will matriculate to UT.
- New Student Orientation program attendees will provide satisfactory ratings of the effectiveness of the program in achieving its learning outcomes.
- The retention rate of students attending new student orientation programs in the same month that classes begin will not be significantly different from the retention rate of students attending orientation programs prior to that time.
- The retention rate of students attending short orientation programs due to late admittance to the University will not be significantly different from the retention rate of students attending regular orientation programs.
4. Data Collection

Student Outcome #1: All students who attend a new student orientation session will matriculate to UT.

<table>
<thead>
<tr>
<th>Assessment Instrument / Data Source</th>
<th>Schedule</th>
<th>Data Collected</th>
<th>Persons Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional research 15th day enrollment data compared with VZOrientation attendance data</td>
<td>Fall and Spring Semester 15th day of the term</td>
<td>15th day enrollment data and VZOrientation attendance data</td>
<td>Director, New Student Orientation Programs; Institutional Research</td>
</tr>
</tbody>
</table>

Data collected for assessment in 2009-2010:

- Institutional Research Enrollment Reports (15th day headcount)
  - Number of new students – fall 2009, spring 2010
  - Number of transfer students – fall 2009, spring 2010
- Attendance reports for orientation programs
  - Number of students that attended each program date
  - Number of guests that attended each program date (informational purposes)
  - Number of student no shows for each program date (tracking purposes)

Institutional Research compares VZ Orientation attendance records supplied by Director of the Office of New Student Orientation Programs against IR 15-day student enrollment report data to determine the conversion rate (percentage of students that attend orientation who matriculate to UT).

Student Outcome #2: The percentage score (as computed by the Office of Institutional Research) from the ratings given by New Student Orientation program attendees for each item on a satisfaction survey intended to assess the effectiveness of the program in achieving its learning outcomes will be at least 90%.

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<tr>
<td>Orientation Student Satisfaction Survey</td>
<td>Following each program</td>
<td>Satisfaction ratings</td>
<td>Director, New Student Orientation Programs; Institutional Research</td>
</tr>
</tbody>
</table>

Data collected for assessment in 2009-2010:

- Student and guest satisfaction – collected at conclusion of each program date
  - 2009-2010 (computer based surveys via Vovici):
    - Qualitative comments
    - Quantitative Data

Institutional Research pulls Vovici evaluation data and sends the Director of the Office of New Student Orientation Programs numerous reports containing both student and guest data (quantitative and qualitative) according to program week (i.e., June 1-4; June 7-13; etc.). Reports are sent at the conclusion of each cycle of programs (end of June, end of July, end of August, etc.).
Student Outcome #3: The retention rate of students attending new student orientation programs in the same month that classes begin will not be significantly different from the retention rate of students attending orientation programs prior to that time.

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<tr>
<td>Institutional research 15th day enrollment data compared with VZ Orientation attendance data</td>
<td>15th day of each semester</td>
<td>Retention rates of previous semester student orientation attendees (“late” and regular)</td>
<td>Director, New Student Orientation Programs; Institutional Research</td>
</tr>
</tbody>
</table>

Data collected for assessment in 2009-2010:

- Institutional Research Enrollment Reports (15th day headcount)
  - Number of new students – fall 2009, spring 2010
  - Number of transfer students – fall 2009, spring 2010
- Attendance reports for orientation programs

Institutional Research compares VZ Orientation attendance records supplied by Director of the Office of New Student Orientation Programs against IR 15-day student enrollment report data of subsequent semester to determine the retention rate of students that attended programs in the same month that classes began versus students that attended programs in advance of the start of the semester.

Student Outcome #4: The retention rate of students attending short orientation programs due to late admittance to the University will not be significantly different from the retention rate of students attending regular orientation programs.

<table>
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<th>Persons Responsible</th>
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<tr>
<td>Institutional research 15th day enrollment data compared with VZ Orientation short program attendance data</td>
<td>15th day of each semester</td>
<td>Retention rates of previous semester short and regular program attendees</td>
<td>Director, New Student Orientation Programs; Institutional Research</td>
</tr>
</tbody>
</table>

Data collected for assessment in 2009-2010:

- Institutional Research Enrollment Reports (15th day headcount)
  - Number of new students – fall 2009, spring 2010
- Number of transfer students – fall 2009, spring 2010
- Attendance reports for short orientation programs

Institutional Research compares VZ Orientation attendance records supplied by Director of the Office of New Student Orientation Programs against IR 15-day student enrollment report data of subsequent semester to determine the retention rate of students that attended short orientation programs versus students that attended structured, full day programs.
5. Faculty/Staff/Student Involvement

The Director of the Office of New Student Orientation Programs provides oversight to assess outcomes of the office and orientation programs. The Director works with and receives support from the staff of the office, the Office of Institutional Research, the UTLC Assessment Manager, the orientation advisory committee, student orientation leaders, and the orientation academic liaison committee. In addition, the Director uses VZOrientation data, Institutional Research data, and information/resources obtained from the National Orientation Directors Association (NODA) and CAS standards regarding assessment of orientation programs.

Specifically, the Orientation Advisory Committee is comprised of student representatives, full-time staff representatives, and faculty representatives. The Orientation Academic Liaison group is comprised of faculty members and professional advisers.

New Student Orientation program attendees complete a satisfaction survey intended to assess the effectiveness of the program in achieving its learning outcomes. After data were collected through administered surveys, data were analyzed by the Director of New Student Orientation Programs. Findings were disseminated to the orientation academic liaison committee and orientation advisory committee through debriefing meetings. Findings (evaluation results) were disseminated to the assistant and associate dean’s council, and key campus constituents via e-mail report. Information was also shared with academic advisers at the first ICA meeting of the year in a presentation format. Student Orientation Leaders were individually evaluated and interviewed to obtain their input regarding evaluation of the programs and recommendations for future action.

Based on findings, recommendations were presented to the orientation advisory committee and academic liaison committee regarding programmatic changes for subsequent orientation programs.

6. Findings

Learning Outcomes #1, 3, 4

Fall 2009

Fall 2009 Enrollment (from IR Enrollment Report)

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
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<tbody>
<tr>
<td>New DHS</td>
<td>3,958</td>
</tr>
<tr>
<td>New Adult</td>
<td>413</td>
</tr>
<tr>
<td>New Transfer</td>
<td>1,126</td>
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</tbody>
</table>

Please note that not all students included in the IR Enrollment Report are required to attend orientation (transfer readmits, distance learners, etc.).

Fall 2009 Admits – Orientation Program Stats

<table>
<thead>
<tr>
<th>Stat</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Total RL/RT Attendees (May 14 RD + June 2-August 14, 2009)</td>
<td>4274</td>
</tr>
<tr>
<td>3843 New</td>
<td></td>
</tr>
<tr>
<td>431 Transfer</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stat</th>
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<tbody>
<tr>
<td>468 Total Short Program Attendees (August 20-September 3, 2009)</td>
<td></td>
</tr>
</tbody>
</table>
250 New
217 Transfer (4 of 217 are Transfer Readmits)
1 International

Grand total: 4742 attendees (May 14 + June 2-September 3, 2009)

Learning Outcome #1: When IR compared orientation attendees to 15-day enrollment records (individual student records) for fall 2009, it was determined that the conversion rate for fall 2009 admits (orientation attendees) was 96%.

Learning Outcome #3: When IR compared fall 2009 term August orientation attendees to 15-day enrollment records (individual student records) for spring 2010 term, it was determined that the retention rate for students that attended orientation the same month as the fall 2009 semester began (orientation attendees) was 72%. The retention rate (fall 2009 to spring 2010) for students that attended programs in the months of June and July was 84%.

Learning Outcome #4: The retention rate of students attending short orientation programs due to late admittance to the University was 53% as compared to the retention rate of 85% for students that attended full day, regular orientation programs.

Spring 2010

Spring 2010 Enrollment (from IR Enrollment Report)
New DHS: 16
New Adult: 340
New Transfer: 542

Spring 2010 Admits – Orientation Program Stats
512 Total RL/RT Attendees (November 18, 2009 - January 7, 2010)
199 New
313 Transfer

135 Total Short Program Attendees (December 2009 - January 14, 2010)
58 New
77 Transfer


Learning Outcome #1: When IR compared orientation attendees to 15-day enrollment records (individual student records) for spring 2010, it was determined that the conversion rate for spring 2010 admits (orientation attendees) was 94%.

Learning Outcome #3: When IR compared spring 2010 term January orientation attendees to 15-day enrollment records (individual student records) for fall 2010 term, it was determined that the retention rate for students that attended orientation the same month as the spring 2010 semester began (orientation attendees) was 57%. The retention rate (spring 2010 to fall 2010) for students that attended programs in the months of November and December was 65%.
Learning Outcome #4: The retention rate of students attending short orientation programs due to late admittance to the University was 52% as compared to the retention rate of 63% for students that attended full day, regular orientation programs.

**Summer 2010**

**Summer 2010 Enrollment (from IR): N/A**

**Summer 2010 Orientation Program Stats**

<table>
<thead>
<tr>
<th>Total RL/RT Attendees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>40 New</td>
<td></td>
</tr>
<tr>
<td>74 Transfer</td>
<td></td>
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</table>

*Note: Data not collected by IR on Summer 2010 Admit/Enrollment*

**Note: Orientation attendance incorporated DHS/Adult into “New” Category**

***Note: Office of Undergraduate Admissions had an adult orientation program (Rocket Re-Entry) to serve adult students who qualified through fall 2009; some adult students attended orientation through Office of New Student Orientation Programs, and some did not***

**Learning Outcome #2: Student/Guest Satisfaction Data**

**Student Questions/Summary Responses**

There were a total of 3,899 student evaluations (91% response rate) completed for fall 2009 programs (June – August 2009).

1. The directions to campus and parking information helped me to find the orientation program.
   a. 89% agreed or strongly agreed
2. The check-in process was smooth and easy to follow
   a. 94% agreed or strongly agreed
3. The academic expectations presentation helped me to understand ways to make my transition to college easier
   a. 89% agree or strong agreed
4. I gained a better understanding of strategies for academic success in college (academic expectations presentation)
   a. 87% agreed or strongly agreed
5. I learned about the support systems UT offers to help me be successful (connecting with UT session)
   a. 91% agreed or strongly agreed
6. The money matters session helped me to better understand online registration
   a. 89% agreed or strongly agreed
7. The money matters session helped me to better understand financial aid  
   a. 80% agreed or strongly agreed  
8. The money matters session helped me to better understand bill payment.  
   a. 78% agreed or strongly agreed  
9. I feel comfortable using the myUT Portal to register for courses.  
   a. 90% agreed or strongly agreed  
10. The process of obtaining my Rocket Card was efficient  
   a. 89 agreed or strongly agreed  
11. Overall this orientation program helped me better understand UT’s expectations of students  
   a. 94% agreed or strongly agreed  
12. Overall this orientation program helped me to better understand UT’s services and programs  
   a. 94% agreed or strongly agreed  
13. Overall this orientation program has helped me learn more about getting involved on campus.  
   a. 91% agreed or strongly agreed  
14. Overall this orientation program helped me meet and interact with other students and peers  
   a. 86% agreed or strongly agreed  
15. As a result of orientation I feel better prepared for my first semester.   
   a. 90% agreed or strongly agreed  
16. Overall this orientation program helped me get excited about becoming a student at UT  
   a. 92.5% agreed or strongly agreed  
17. Overall the orientation program was well organized  
   a. 94% agreed or strongly agreed  
18. The orientation staff was friendly and helpful to me  
   a. 97%  

**Guest Evaluation Results**

There were a total of 1,199 guest evaluations completed for fall 2009 programs (June-August 2009).

1. Directions to campus and parking information helped me to find the orientation program  
   a. 87% agreed or strongly agreed  
2. Felt the orientation program has enabled them to support their student  
   a. 94%  
3. Felt comfortable sending their student to UT after attending orientation?  
   a. 99%  

**Summary of the Satisfaction data (comparison)**

The evaluation survey used in 2008 was administered to both students and guests. To better delineate the data, two separate surveys were created in 2009 – one for students, and one for guests. The surveys were moved from paper based to online, thus providing timely feedback of evaluation data so that adjustments could be made in the program from month to month rather than waiting until the conclusion of the orientation season to evaluate the data and make adjustments or improvements for the future.
The focus of the program itself is on student learning outcomes. The main objective as it pertains to guests revolves around two key questions – do guests feel comfortable sending their students to UT, and has the orientation program enabled them to support their student while on their academic journey.

The evaluation for students was simplified from the 2008 survey as a result of feedback from the Director of New Student Orientation Programs and the Orientation Advisory Committee. While it is nice to know information such as if students were satisfied with lunch, budget constraints dictate that menu options are not feasible thus obtaining such information is not of value in the feedback loop. Many questions were revised/edited or deleted as a result of the new learning objectives created for the program.

In comparing 2009 data to 2008, evaluation data shows that improvement in satisfaction was made in the following areas:

- Directions to campus and parking information
- Academic Expectations presentation helped students to understand ways to make the transition to college easier
- Process of obtaining the Rocket Card
- Overall this orientation program helped me better understand UT’s expectations of students
- Overall this orientation program helped me to better understand UT’s services and programs
- As a result of orientation I feel better prepared for my first semester.

Most other areas remained flat or unchanged in regards to satisfaction. Areas that experienced a drop in satisfaction when comparing 2009 data to 2008 data include:

- Money Matters (all aspects – understanding of financial aid, account/billing, registration

7. Changes

The Rocket Launch and Rocket Transition programs was modified during the 2009-2010 academic year via the input of the advisory council and liaison group based on the evaluation data. Processes and publications in the office were also revamped.

Specifically, the following modifications were made based on data and input of stakeholders:

- To make the program more interactive for students, and to increase student-student interactions (which was an area of needed improvement), an educational game show was implemented into the program.
- A family tour was implemented into the Launch program to reduce the PowerPoint/lectures. The family tour enhanced understanding of housing timelines and information which was an area sited for improvement. It also allowed families to learn about support services and view areas such as the Dean of Students Office to better support their student on their academic journey.
• Residence hall tours were added to both the Rocket Launch and Rocket Transition programs during the summer months (fall admit programs). This allowed families to view halls and amenities where the student would be residing, and also increased understanding and awareness of the Office of Residence Life and their initiatives.

• The Money Matters I presentation at both programs was revamped to incorporate a tutorial for students and families to watch to enhance understanding of the myUT Portal and to show where financial aid tutorials can be located in the portal.

• Evaluation data indicated that the information fair was a favorable aspect of satisfaction in the program, thus the information fair was expanded in 2009 to incorporate more offices, departments, and vendors. The largest fair to date was held in 2009.

• The Academic Expectations presentation at Launch was retooled to make the presentation more positive and motivational for students. A student video was a highlight of the Academic Expectations presentation.

• In 2009, the evaluation process moved from paper-based to online via Vovici. In an effort to increase response rates to 100%, dissemination of the Rocket Card was tied to program evaluation completion thus a student could not receive their Rocket Card until the evaluation was completed.

• Rocket Card production and distribution processes were also modified in 2009 to increase efficiencies and satisfaction.

• Rocket Launch and Rocket Transition booklets were overhauled to make the publications more user-friendly and understandable for students and families regarding orientation registration information.

• The orientation website was moved (new link) and rebuilt from scratch to provide accurate, user friendly information segmented by student population (new, transfer, post-secondary).

• The New Student Tab in the myUT Portal was overhauled again in spring 2010 to incorporate information about the programs and steps new students should take as it pertains to orientation (such as placement testing completion before the program, mandatory financial forms to be completed prior to orientation, etc.).

• Moving from paper based attendance records and evaluations, to online attendance records (VZ Orientation) and Vovici surveys, improved accuracy and timeliness of available information for the office.

• The Rocket Re-Discover program was revamped to incorporate a student panel to respond to questions.

8. Dissemination

The Director of New Student Orientation Programs presented findings to the orientation academic liaison group, student orientation leaders, and orientation advisory board. Data was also widely shared via e-mail distribution of program evaluation data to institutional constituents. Communications with
the campus community were enhanced through regular email communications and articles in the UTLC monthly newsletter.

9. **Recommendations for Assessment Planning**

Going forward, data from IR will be compared to Orientation Attendance records at the conclusion of each semester to ensure data is kept up-to-date, particularly as it pertains to conversion rates and retention rates. Information obtained will be used for strategic planning purposes such as setting program dates, determining if short orientation programs should be offered, and determining if more or less August dates should be scheduled (proactive rather than reactive approach). Learning outcomes #3 and #4 will also be reviewed to determine if they should be modified as it pertains to structured vs. short orientation sessions and the impact on retention.