Department Annual Report & Program Review

2012-2013

Enrollment Center

Orientation Program

Document Prepared By: Lori Cook
Department Information

Documentation

Names of programs within the Department
The Orientation program exists inside the Admissions and Enrollment Center Department. There are no other programs within Orientation.

Mission/Purpose Statement(s)- Department & Programs
[Document the mission/purpose statements]
New Student Orientation is one program within a series of activities focused on improving the transition of students who new to GRCC, ensuring a strong start and success in their academic pursuits. These new student success events and services include strategic communication plans to prospective and new students on how to navigate college processes, new student orientation, web resources, the Raider Rally, and the first year experience course, CLS 100. The primary focus of New Student Orientation is to facilitate academic and financial planning for new student and their supporter.

Document the department history from the last eight years
[Changes in scope or reporting structure for the department and any program additions or changes]
Until recently, the Orientation program was housed under the Student Life Office but was recently moved to Admissions and Enrollment Center. Additionally there was a Coordinator of Orientation position that was eliminated last year. The Admissions and Enrollment Center staff have picked up this work.

This program has traditionally been managed by a cross college team that represents the key stakeholders focused on new student success. This team includes Enrollment Center, Admissions, Financial Aid, Counseling & Career Center, Academic Support Services, Lakeshore Campus Representatives, and the College Success Program. Over the last 5-7 years the program model has remained relatively the same. It had been a hybrid of an advising session and traditional orientation elements (e.g., campus tour, overview of campus services, introduction to involvement opportunities, etc.).

However, the management team (along with the formation of a New Student Success CAP team in 2010) recognized that the current program model was only serving 60-70% of entering new students for fall and there were no formal orientation programs for winter and summer start students until 2011. The recommendation from national best practices and internal analysis was to develop a mandatory orientation program for all new entering students and develop more comprehensive communication and service elements to serve new students’ successful transition to GRCC. The policy to implement a mandatory orientation program was approved.
by the Academic Governing Council in 2013, and is scheduled for implementation in 2014. The design and delivery of this program will change, and is currently being developed to accommodate more students.

Document the program history from the last eight years or duration of program (for programs currently being offered)

The Orientation program has been around since 2007. New, Degree seeking students are strongly encouraged to attend an Orientation session prior to their first semester. Our Fall start student sessions are the highest attended and takes place over the Summer prior. In the past we have run 9 sessions a week for approximately 10 weeks. There are also sessions in the Fall and the Winter for new Winter students and new Summer students. These sessions take place in October/November and February/March respectively and usually have much lighter attendance. However, our incoming Fall class is always our largest number so it coincides that it would have the larger orientation numbers.

The past four years the program has consisted of a Campus Overview session with contained vital GRCC information a new student would need to know before they began their first semester. Information in this session included parking, Raider Card, Counseling services, and Financial Aid. Students next moved onto other sessions which contained a tour, receiving their Raider Card, and a Counseling Sessions. During the Counseling session the student met one on one with a counselor and registered for their classes. In previous years, Orientation start date coincided with the Fall open enrollment date.

The Fall 2013 Orientation program taking place this Summer has an entirely new format. During the check in process, students are receiving their Raider Card and receiving their Online Student Center login. Next, the program is divided into two sessions. The first is focused on financial literacy. We want to students to understand the financial aid process and the importance of student loan responsibility. In addition, it explains how to pay for classes, how tuition works, expected book costs, etc. After the financial literacy session the students go to a Counseling and Career information session. In this session two members of the Counseling staff review their services and academic expectations. Lastly, students can login into their OSC account and register for their classes with the assistance of the counselors and ambassadors in the room. If a student already has classes, their classes are reviewed. This group format is a change from years past. This format allows us to serve more students per session.

Program Student Learning Outcomes

[List outcomes]

The student learning outcomes for the Orientation Program are the following:

- Students will understand the financial aid process including refunds and student loan responsibility, methods of paying for classes, and how tuition is determined.
- Students will be able to describe behaviors that lead to academic success in college
- Students will be able understand the functions and uses of the Raider Card System
• Students will be familiar with and utilize the services provided by the Career & Counseling Center
• Student will be able to access and utilize campus technology

Internal collaborations & partnerships
[Describe any existing internal collaborations and partnerships, in which the department (or programs within the department) is engaged. Please identify any needs this department has for support from other departments within the college.]
There are many internal collaborators to ensure the Orientation program runs successfully. There is a core team that consists of representatives from Counseling and Career Services, Financial Aid, Admissions, Enrollment Center, and Information Technologies. These departments are vital in the planning and delivery of Orientation.

The program recently moved from the Student Life Office to the Admissions and Enrollment Center. In addition, we lost a full time position that was the Coordinator of Orientation. In April of 2013, mandatory orientation was approved and can be implemented as early as Winter 2014. It will be difficult to implement a successful mandatory program without a full time person in a coordinator position to get this work accomplished.

External collaborations and partnerships
[Describe any existing external collaborations and partnerships, in which the department (or programs within the department) is engaged.]
The orientation program has several external collaborations. We have used several graduate interns from GVSU in the Masters of Education and Student Affairs program to assist with running the program throughout the summer. This partnership has worked very well in the past. Ideally, we have had two to three interns assist with the program though this year we only have one. The interns are able to get their internship hours while getting real hands on experience in a Student Affairs program.

We also have a partnership with Lake Michigan Credit Union. They donate monies to the program, approximately $15,000, which are used to purchase some of the materials needed. In the past this has been a bag that we give to the students with all their supplies along with a giveaway. The past several years this has been a lanyard with a card holder the student can use to hold their new Raider Card. In exchange, we put the Lake Michigan Credit Union logo on the bag and we put advertising in the Survival Guide that is handed out to students.

Evaluation Questions
[Address each question for every program within the department]

1. Is the purpose/mission statement for the department/program(s) current and relevant?

A new purpose/mission statement needs to be developed in light of the new program changes that occurred this year and with pending mandatory orientation.
2. Does the program design and structure reflect external standards and best practices? Please explain.

GRCC’s Orientation program does reflect external standards and best practices. We have benchmarked against several community colleges over the years and our program is one of the leading programs among Community Colleges. We have often been sought out by other colleges as a best practice example. In addition, we have listened to feedback from our attendees and made adjustments to the program as needed. For example, we have learned from survey results that student craved more financial aid information. This was the reason for adding the Financial Literacy session to the program for our Fall 2013 students.

3. Do the Program Learning Outcomes reflect the demonstrable skills, knowledge, and attitudes expected of students by the end of the program? Are the Program Learning Outcomes clearly stated and measurable? Please explain.

The Learning outcomes reflect the skills, knowledge, and attitudes we expect students to have by the end of the program. We explain to the student what to expect in the session prior to attending orientation and we carefully explain at the beginning of the session what they will be learning and accomplishing during the session. We also administer a survey at the end of the session to make sure we are accomplishing our outcomes.

4. Are all four of the ILOs and associated competencies integrated into the program? Do students have the opportunity to build the knowledge, skills, and attitudes associated with the ILOs throughout the program? Please explain.

The ILO that is prominently integrated into the program is Personal Responsibility.

1. Personal Responsibility - Orientation participants will be to identify 3 ways they can access academic support during their first year at GRCC
2. Personal Responsibility – Orientation participants will be able to successfully identify 3 functions and uses of the RaiderCard system
3. Personal Responsibility – Orientation participants will be able to successfully describe 3 services/functions provided by the Counseling & Career Center
4. Personal Responsibility – Orientation participants will be able to successfully identify the major functions of student technology (i.e., Online Student Center, Blackboard, and Student Email)
5. Personal Responsibility – Orientation participants will be able to identify ways to pay for classes and take responsibility for student loan acceptance and responsibilities involved.
5. Does the program prepare students for a constantly changing environment, and prepare students to expect and manage change? Please explain.

The program does prepare students for a constantly changing environment. The program explains what students should expect in the upcoming semester and possible things that may occur. The orientation program helps prepare students for things they need to know for the semester and what they can expect to happen in their first year at GRCC. For example, we explain how to handle if they are having difficulty in a class. We give different examples of what this might be, such as issues with a professor, personal issues, trouble learning content, etc. We than explain resources they can seek out and ways to respond to different situations. In the above example, the student would be encouraged to seek out counseling, or tutoring services, or possibly speak with the instructor. We teach planning ahead and how to manage time and studying and class load along with working an outside job and realistic expectations.

Faculty & Staff

Documentation

Professional Development Activities

*Professional development in which faculty and staff participated this year. Identify those that are specifically related to program development or improvement.*

Lori Cook attended the MCCSSA in the Fall and which held some sessions on schools that had implemented mandatory orientation. We were able to use this as a comparison for best practices and gain some ideas for when GRCC implements mandatory orientation.

We were unable to participate in any other professional development as related to Orientation given the transition to the Admissions and Enrollment Center was new during the 12/13 academic year.

In the future, we should purchase a GRCC institutional membership for NODA (National Orientation Director Association) and attend their events in the coming years.

Faculty & Staff Accomplishments/Awards

*Documentation of the faculty and staff accomplishments, awards, innovations and presentations, including the name, date, and location related to conference presentations. For work associated with Perkins programs, please indicate how the accomplishments, awards, and presentations are associated with the programs within the department*

None at this time, however we were able to implement a completely new re-design of the orientation program which involved the collaboration with several departments, specifically Counseling. This re-design took a good deal of time and planning this year and has been successfully implemented this Summer for our new Fall 2013 start students.
Faculty Development for Upcoming Year

[Please identify any department specific faculty/staff professional development to which you would like those within the department to have access in the upcoming academic year.]

We should have faculty and staff who are heavily involved in Orientation attend the NODA (National Orientation Director Association) and attend their events in the coming years.

Evaluation Questions

1. Is the professional development faculty/staff are receiving sufficient for them to maintain currency in their field and area(s) of expertise?

   In the future, more professional development is needed in this area given that there is a new team of people in charge of this program who have only been mildly involved in the past.

2. Are additional faculty/staff development resources needed to support the goals of the department over the next four years?

   Yes, additional staff is needed to continue to run this program and develop future programs. This is particularly true as we try to implement mandatory orientation.

3. Is the professional development faculty/staff are receiving sufficient for them to maintain currency in their field and area(s) of expertise?

   The new owners of this program will need to receive more time and resources for professional development. Currently, the Enrollment Center staff and the two Admissions recruiters are sharing the work load in administering the program while the Admissions Director oversees the entire program. All of us are new to orientation and the Enrollment Center staff, other than one other meet and confer employee, is run by four B ESP positions.

Department/Program Data

Documentation

Department Outcomes & Indicators (data that will be used to measure success)

[List outcomes and indicators]

N/A – we have this listed under Program data
Program Outcomes & Indicators data (data that will be used to measure success)
[List outcomes and indicators]
We use a post survey at the end of the orientation session to gage student satisfaction along with knowledge gained during the program. We monitor the results of the survey to make adjustments to make sure we are providing a positive experience along with monitoring the correct answers to the knowledge portion of orientation. If we note that students are answering questions incorrectly we can make adjustments to the program to make sure students are gaining the knowledge we want out of the program.

Number of students served by the department and program(s)
[4-year enrollment/participation/students served trends]
In the past for years, we have served the following numbers in the orientation program. We will look at the past four Fall starts, beginning with 2009. These numbers were obtained from the Scoreboard.

Fall 2009 – 2830 Students Served
Fall 2010 – 2640 Students Served
Fall 2011 – 2420 Students Served
Fall 2012 – 2522 Students Served

Evaluation Questions
1. To what extent are the targets for core department & program indicators (outcomes) being met? Are the various sub-populations meeting the targets at the same rate? Please address each outcome/indicator.

   In the past four years, our goal has been to continue growth and capacity served. This Summer, we are piloting a new format to help gain knowledge and readiness for mandatory orientation. When mandatory orientation is implemented we will need to increase capacity significantly and create technology enhancements that will allow us to enforce mandatory orientation attendance.

Assessment of Student Learning

Documentation

- Please list the Program Learning Outcome(s) that you assessed this year.
  - Academic Advising
  - Financial Literacy
  - Student Technologies and Campus Life
  - Academic Support
- Please list the measures of student learning that were used this year.
What are the services provided by the Career and Counseling Center?
What forms of tutoring are available at GRCC?
What is your extend of the overall understanding of financial aid?
Financial Literacy:
  - What is the extent of your overall understanding of paying for classes?
  - What is the extent of your overall understanding of receiving refunds?
  - What is the extent of your overall understanding of tuition information?

Document the data and findings

<table>
<thead>
<tr>
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<th>% of Students with Correct Responses</th>
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<tbody>
<tr>
<td></td>
<td>Fall 13</td>
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<tr>
<td>Students will be able to identify the services provided by the</td>
<td>N/A</td>
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<tr>
<td>Counseling and Career center.</td>
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<tr>
<td>Students will be able to identify the forms of tutoring.</td>
<td>N/A</td>
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<tr>
<td>Students will understand that a GRCC email is provided to</td>
<td>N/A</td>
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<tr>
<td>them and that they are expected to use it.</td>
<td></td>
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<tr>
<td>Students will understand how to login and register for classes</td>
<td>N/A</td>
</tr>
<tr>
<td>and check financial aid?</td>
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</tbody>
</table>

In Fall 2011 we changed the survey information to determine if students were gaining the knowledge we hoped from their Orientation session. Prior to this, Fall 2010 and back, we surveyed and monitored their satisfaction. Thus, we don’t have data to accurately compare at this time. However, at the end of Summer 2013 we should have Fall 2013 Orientation data to compare and monitor if learning is occurring.

However, some of the adjustments that were made to the format of the Fall 2013 Orientation program addressed that, in the above data from 2012, less than half the students were understanding how to login and register for classes and check financial aid. This was a decrease from Fall 2011. We hope to see an increase in this number in this year’s results due to enhancements made to the program. Adjustments that were made for the Fall 2012 program didn’t seem to help the technology understanding, thus future enhancements were needed for the Fall 2013 program we hope address this and will be monitoring closely our 2013 data.

Document the specific systematic improvements or changes that you have planned or made to the curriculum as a result of what you learned from the measurement of Program Student Learning Outcomes.
We made specific program improvements and changes to the program this summer for our Fall 2013 start students. We limited the information in the program to information the students need to know now to be successful. In the past, we have given the student a vast amount of information and now all of it was relevant at the time and often forgotten by students by the time they started the semester. For example, the student tour, while popular, isn’t necessary during the summer semester. We found the tour was given to early and needed to be done closer to the beginning of the semester start. We have now moved the student tour to the Raider Rally which is approximately two weeks before school starts. As we begin the new format this summer, we explain to them what we will be covering and why. We continue on to educate them that they are encouraged to come to the Raider Rally and take CLS 100.

The first part of the session emphasizes financial literacy. We want to make sure students understand the financial aid process and how tuition works and how to pay for classes. We partnered closely with the Financial Aid Office in hopes of also affecting GRCC’s default rate.

The last session is a Counseling overview session that is done in a group format. The large group is broken down into four smaller groups. The counselors review in these small group sessions counseling services and help the students enroll in classes.

- Document the results (data and findings) after the specific systematic improvements or changes that were made to the course or program.

We are in the midst of the major changes we have made to the orientation program and are monitoring the success of the program. At this time, it is too early to look at results from the data and findings. The orientation core team continues to meet throughout the summer to monitor how the program changes are coming along. A new core team will be formed later in the year to discuss mandatory orientation implementation and what will be needed to begin this process and administer the program.

**Additional Tasks/Work**

- Review all publications, website, catalog to ensure consistency of information
- Fill out Follow-Up Action Checklist
<table>
<thead>
<tr>
<th>Action Needed?</th>
<th>Brief Action Statement</th>
<th>Resources Needed</th>
<th>Academic Year for Work</th>
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<tbody>
<tr>
<td><strong>DEPARTMENT</strong></td>
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<tr>
<td>Internal Collaborations &amp; Partnerships</td>
<td>x</td>
<td>Increased and continued partnership with the Counseling office is needed to administer mandatory orientation.</td>
<td>Staff</td>
</tr>
<tr>
<td>External Collaborations &amp; Partnerships</td>
<td>x</td>
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<tr>
<td><strong>FACULTY/STAFF</strong></td>
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<tr>
<td>Faculty/Staff professional development</td>
<td>s</td>
<td>The new staff needs to be trained and receive professional development.</td>
<td>Funding and staff</td>
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<tr>
<td><strong>MISSION/PURPOSE (Department &amp; Program)</strong></td>
<td></td>
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<tr>
<td>Mission/Purpose</td>
<td>x</td>
<td>A new mission and purpose statement is needed to address mandatory orientation.</td>
<td>None</td>
</tr>
<tr>
<td>Target Audience</td>
<td>x</td>
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<tr>
<td>Program Admissions Requirements</td>
<td>x</td>
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<tr>
<td><strong>DATA</strong></td>
<td></td>
<td></td>
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<tr>
<td>Student Enrollment (# students served)</td>
<td>x</td>
<td></td>
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<tr>
<td>Department Outcomes</td>
<td>x</td>
<td>New outcomes may need to be developed</td>
<td>None</td>
</tr>
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</table>
as mandatory orientation is implemented.

<p>| Department Indicators | X |</p>
<table>
<thead>
<tr>
<th>PROGRAM</th>
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<tbody>
<tr>
<td>Program structure</td>
<td>x</td>
<td>The program structure will need to be adjusted to accommodate the numbers we need to serve along with developing an online format.</td>
<td>Staff and funding</td>
<td>13/14</td>
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<tr>
<td>Alignment with external standards</td>
<td>x</td>
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<tr>
<td>Program Outcomes</td>
<td>x</td>
<td>Program outcomes need to be reviewed and possibly updated to accommodate the new format.</td>
<td>Staff and funding</td>
<td>13/14</td>
</tr>
<tr>
<td>Program Learning Outcomes</td>
<td>x</td>
<td>Program learning outcomes may need to be reviewed and updated to accommodate the new format.</td>
<td>Staff and funding</td>
<td>13/14</td>
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<tr>
<td>ILOs</td>
<td>x</td>
<td></td>
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<td></td>
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<tr>
<td>Preparing students for change</td>
<td>x</td>
<td>A communication campaign will need to be developed along with updating all of our admissions and recruiting materials, including website and catalog.</td>
<td>Funding and partnership with Communications</td>
<td>13/14</td>
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<tr>
<td>ASSESSMENT OF STUDENT LEARNING</td>
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<tr>
<td>Identifying Measures for each Program Learning Outcome</td>
<td>x</td>
<td>We need to determine how we will measure any new learning outcomes we develop.</td>
<td>IRP</td>
<td>13/14</td>
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<tr>
<td>Reporting out longitudinal data in a meaningful format</td>
<td>x</td>
<td>We need to determine if there is other data we would like to measure and how would we like to report out?</td>
<td>IRP</td>
<td>13/14</td>
</tr>
<tr>
<td>Creating meaningful improvement projects</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>OTHER</td>
<td></td>
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<tr>
<td>Other: IT technology</td>
<td>X</td>
<td>We will need the support and help of IT to develop processes in People Soft to enforce mandatory orientation.</td>
<td>Funding/staff</td>
<td>13/14</td>
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<tr>
<td>Other: Increased Staffing</td>
<td>X</td>
<td>A coordinator of orientation is needed to administer a mandatory orientation program and develop and online format.</td>
<td>Funding/staff</td>
<td>13/14</td>
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<tr>
<td>Other:</td>
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<td>Other:</td>
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