

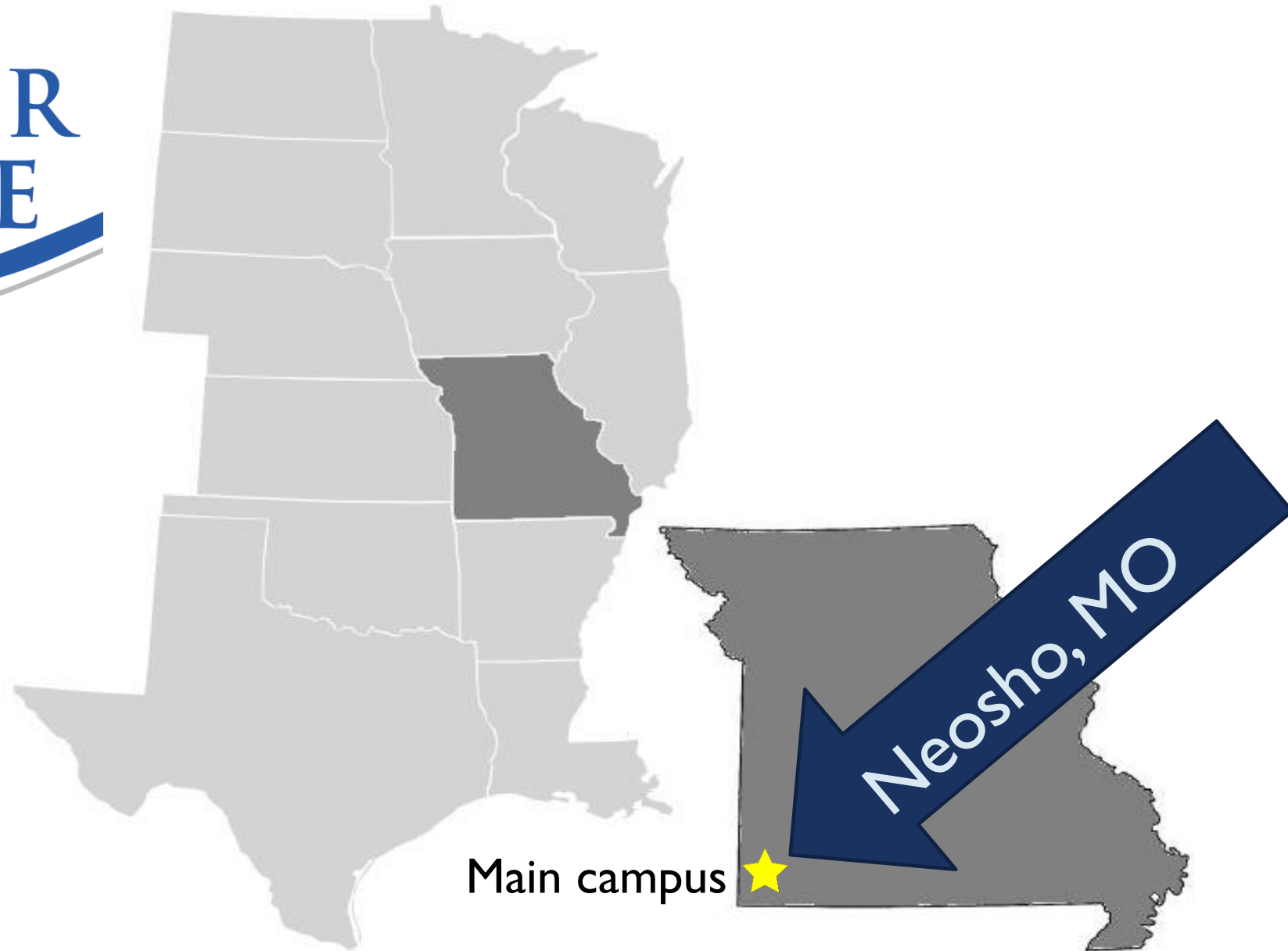
COLLEGE ORIENTATION:

A BRIDGE TO STUDENT SUCCESS





- Founded 1963
- Approximately 5000 students



COLLEGE ORIENTATION IN BRIEF

Since 2005: Required one credit hour course for graduation

Purpose: Connect, inform, and enroll to facilitate retention

Enrollment of about 1300 students in 100 sections (16-17)

Over 40 instructors – faculty, staff, community

Average student's age is 19

74% students are younger than 22

3:2 Female to male ratio

First Generation – about 66%

Few students of color (19%) - primarily Hispanic

Retention rate: Fall-Fall about 41%

Success (graduation and transfer) rate: about 44%





College
Orientation
supports a
diverse student
body.

Full-Time Coordinator: Katie Strohl

- Education and Staffing
- Robust Instructor Guide
- Student Resource Guide
- Blackboard Shell for Traditional and Online

Offered as

- 16 wk.
- 1st and 2nd 8wk.
- 4 weekend express
- Online

Heavy Use of Technology

- Required Custom Flash Drive and COLL 101: Resource Guide
- Daily use of Computer; Blackboard; Website
- Online Quizzes (in all modes of instruction)
- All Assignments Submitted Online

The Course Evolves Over Time

-
- Network; Website and Blackboard Training
 - **Servant Leadership: Service Seed Project**
 - Library Tour and Overview
 - Student Success Center
& Promoting Prevention
 - Expectations, Academic Status, GPA
 - Financial Aid & Personal Finances
 - Time and Self-Management
 - Career & Transfer Services
 - Degree Planning Unit
 - Finals



DATA IS NEEDED TO SUPPORT STUDENT SUCCESS

Meeting the needs of
diverse learners
requires a culture of
inquiry

Data driven decision model



THE QUESTION OF INTEREST

- What is the relationship between the grade earned in College Orientation and persistence to goal attainment?

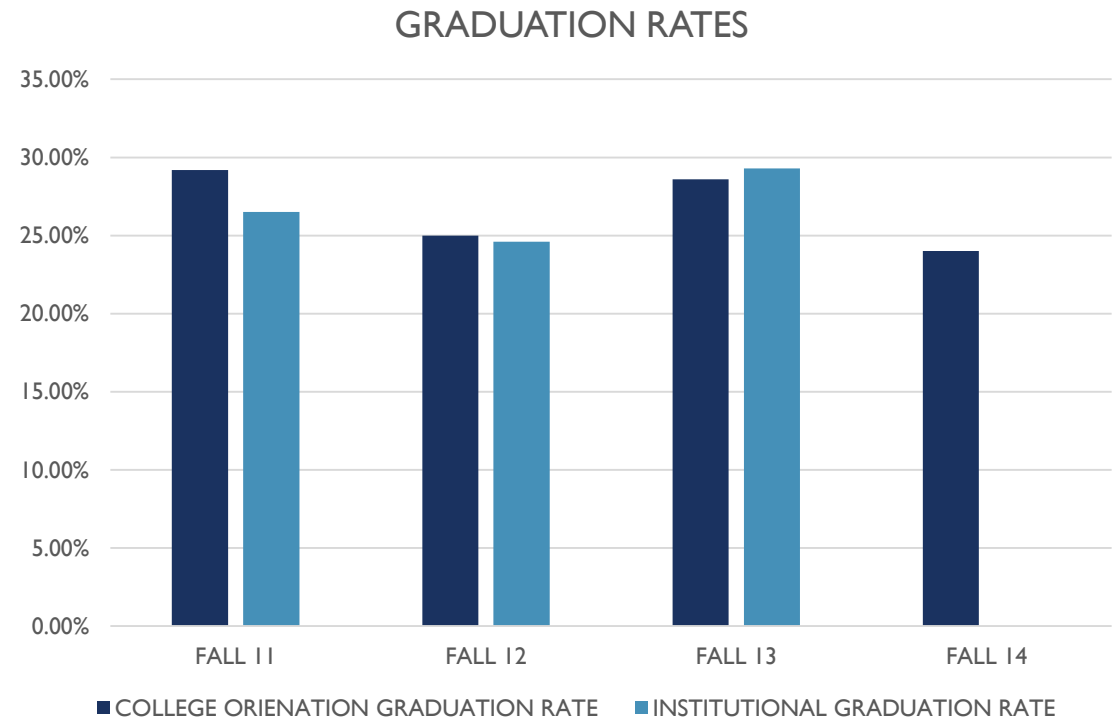
Sources of Data:

JENZABAR®



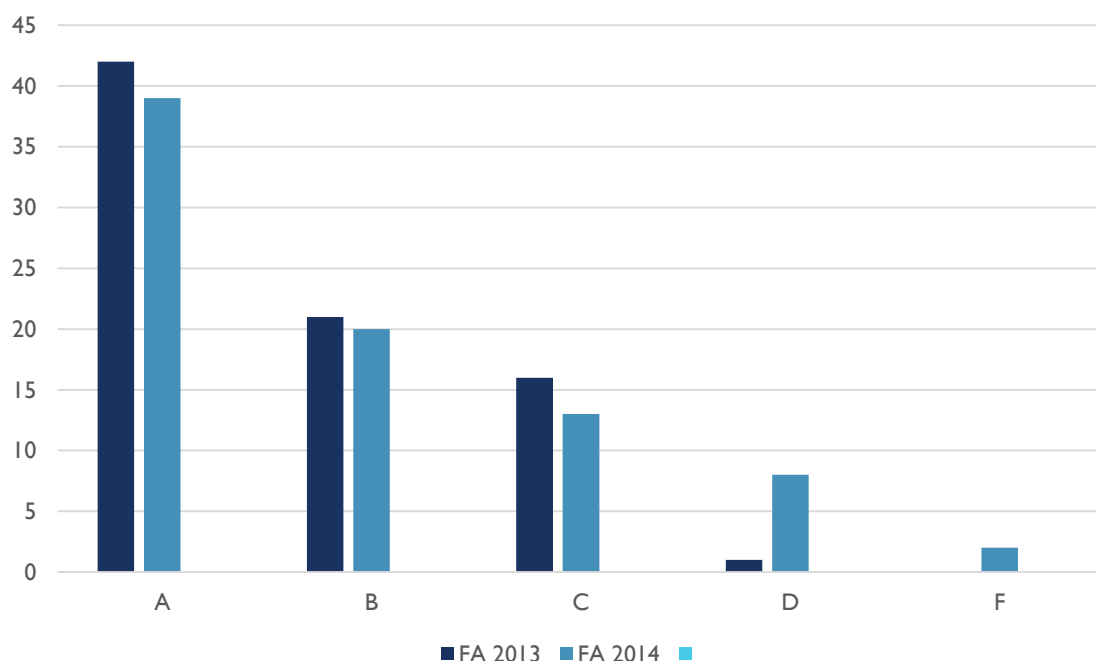
ORIENTATION GRADUATION DATA

- The overall graduation rate is comparable.
- The institutional success rate is about 44%.



GRADUATION BY GRADE

PERCENT GRADUATION BY GRADE EARNED

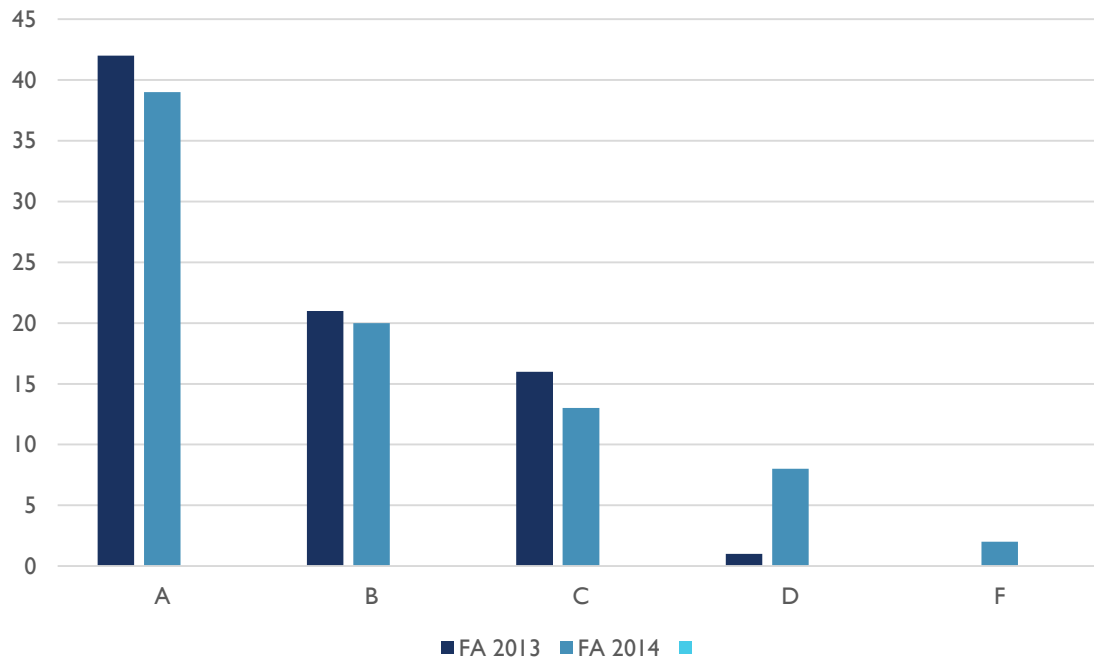


Longitudinally, students who earn an “A” or “B” in the class comprise 90% of the graduates from the Orientation cohort.

- 2013 – A OR B = 93%
- 2014 – A OR B = 91%

GRADUATION BY GRADE

PERCENT GRADUATION BY GRADE EARNED



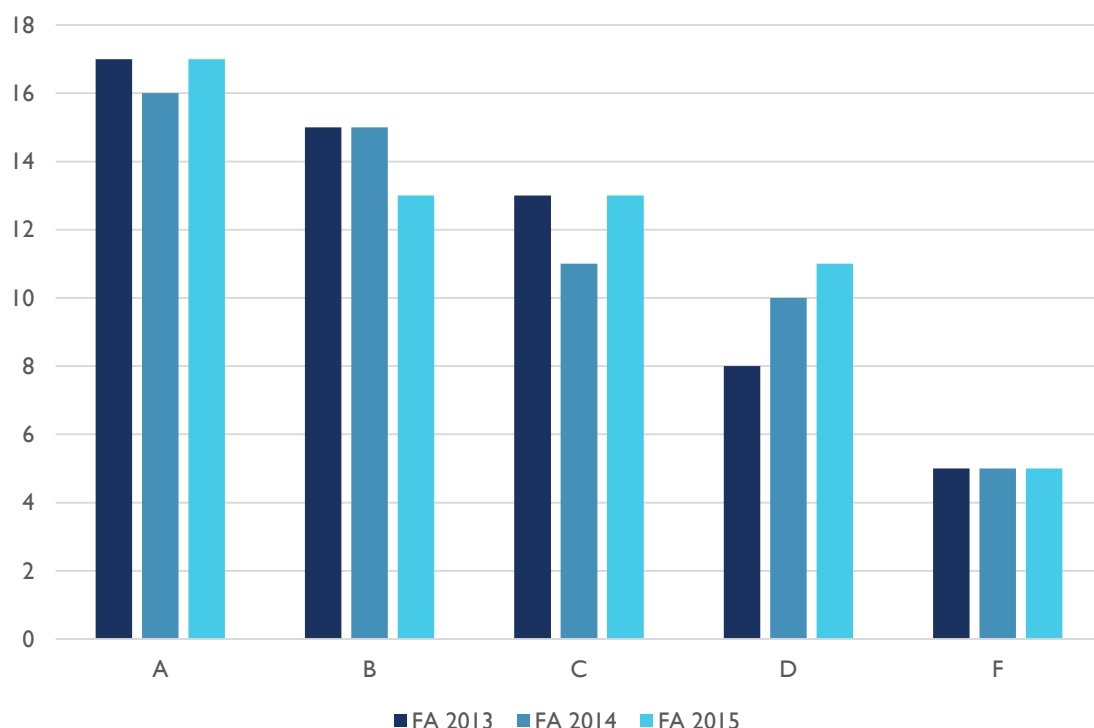
Longitudinally, students who earn a “D” or “F” typically do not graduate.

■ 2013 – D OR F = 0%

■ 2014 – D or F = 2%

Very few graduates repeated College Orientation.

AVERAGE CREDIT HOURS EARNED

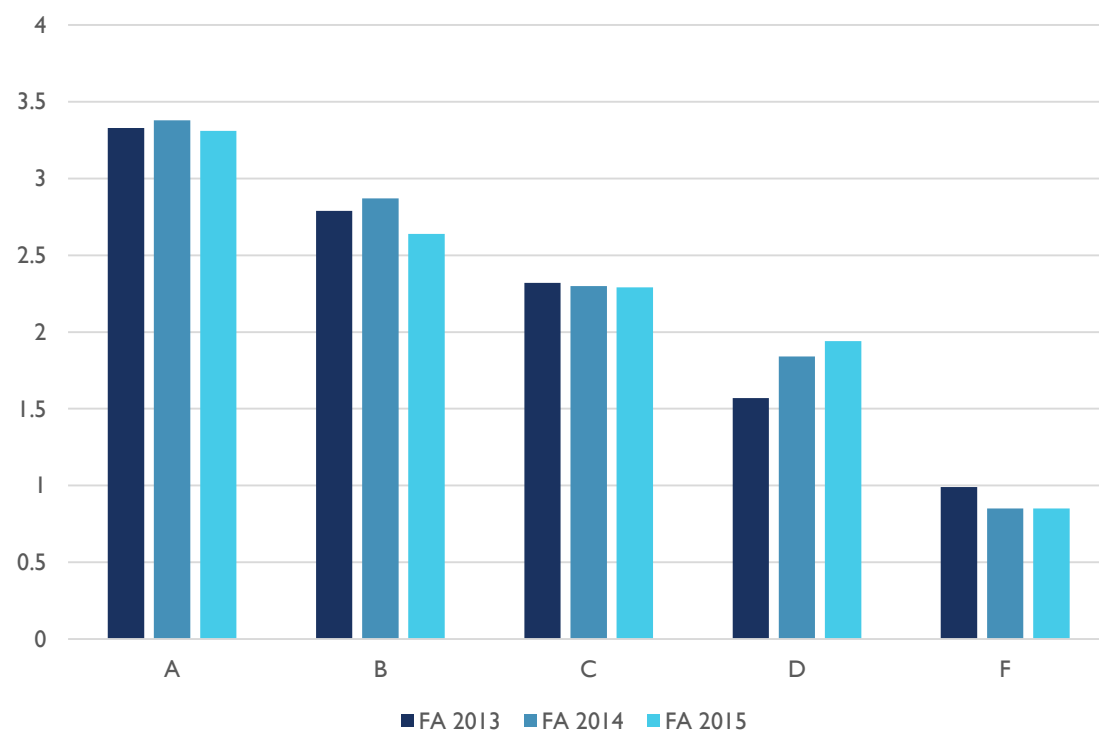


AVERAGE ACCUMALATED HOURS

2013 and 2014

- A = 16, B = 15, C = 12
- D = 9, F = 5
- **93%** of the students who have earned 60 or more hours also earned a grade of **A-B**.
- Students earning a D or F do not accumulate 60 credits.

AVERAGE CUMMULATIVE G.P.A.



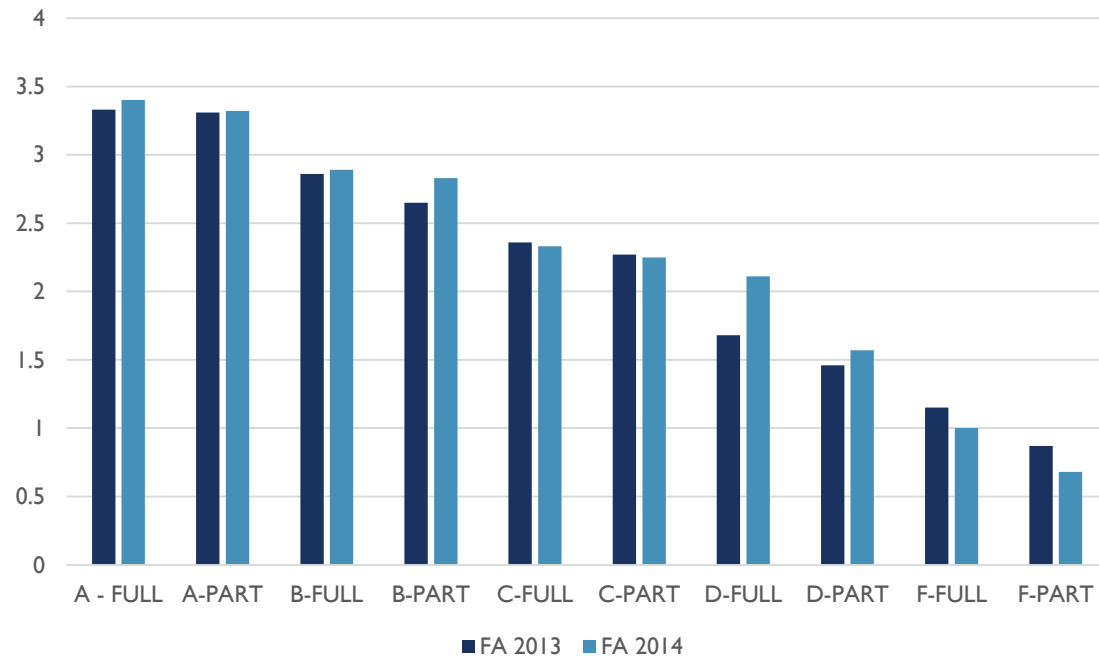
AVERAGE CUMULATIVE G.P.A.

2013 and 2014

- A = 3.36, B = 2.83, C = 2.31
- D = 1.7, F = .92

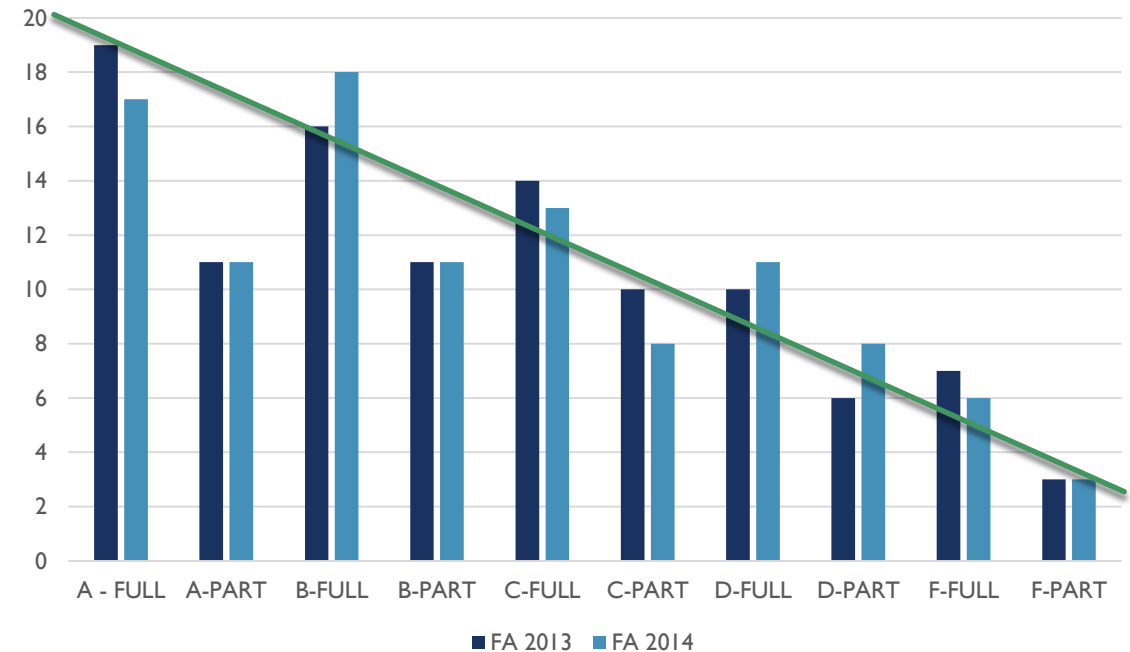
HOW DOES PART TIME ENROLLMENT AFFECT GOAL ATTAINMENT?

GPA



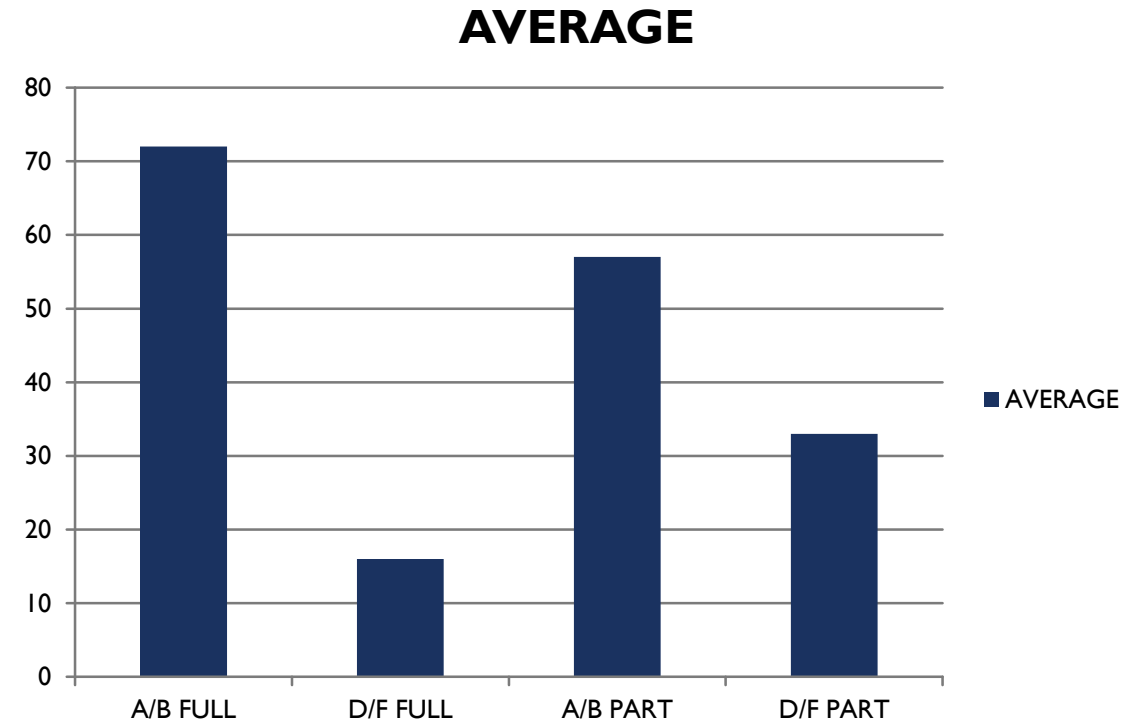
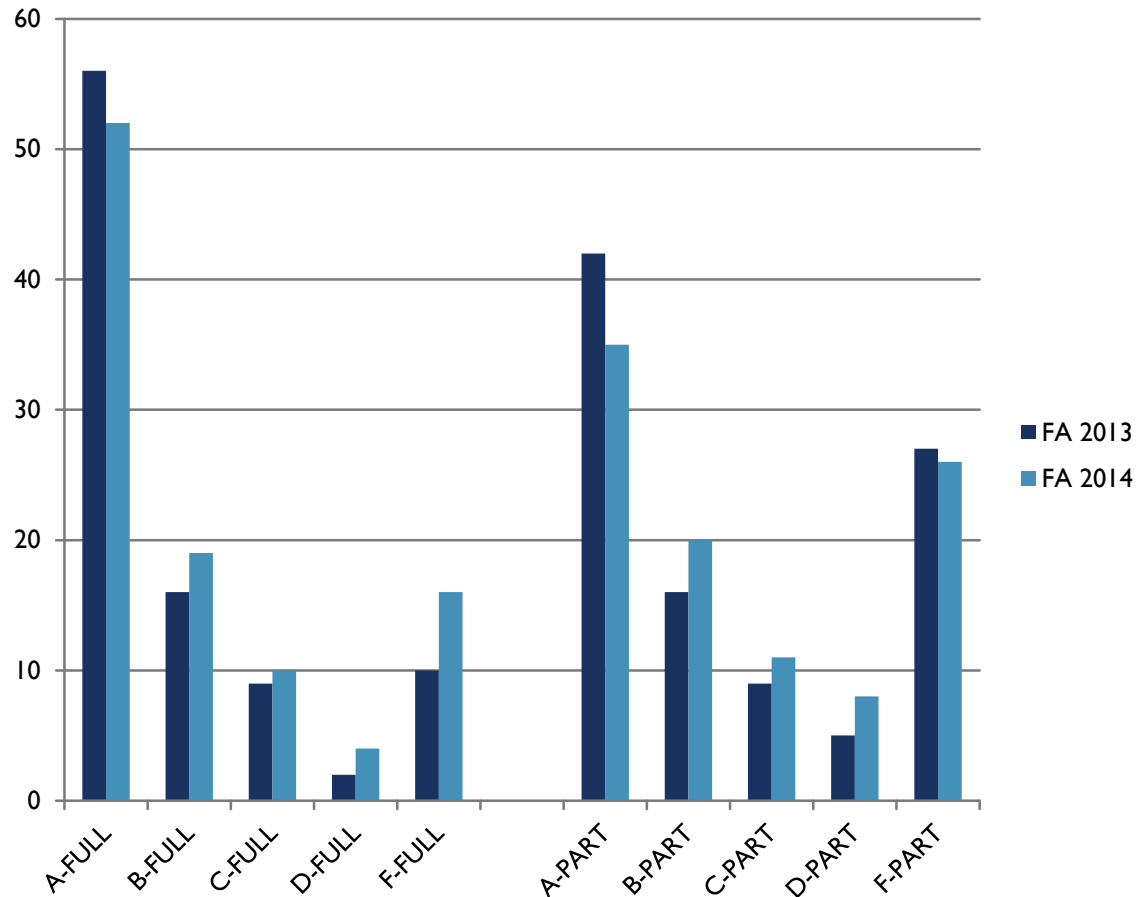
GPA was comparable until the D and F level.

CREDITS EARNED

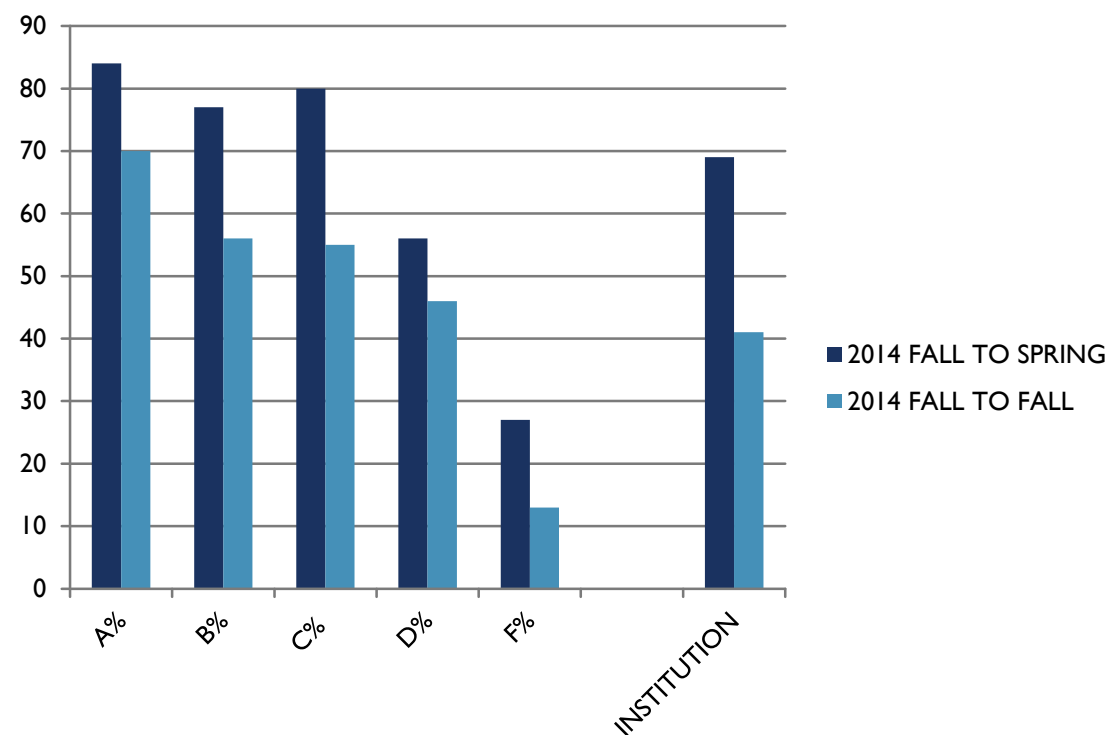
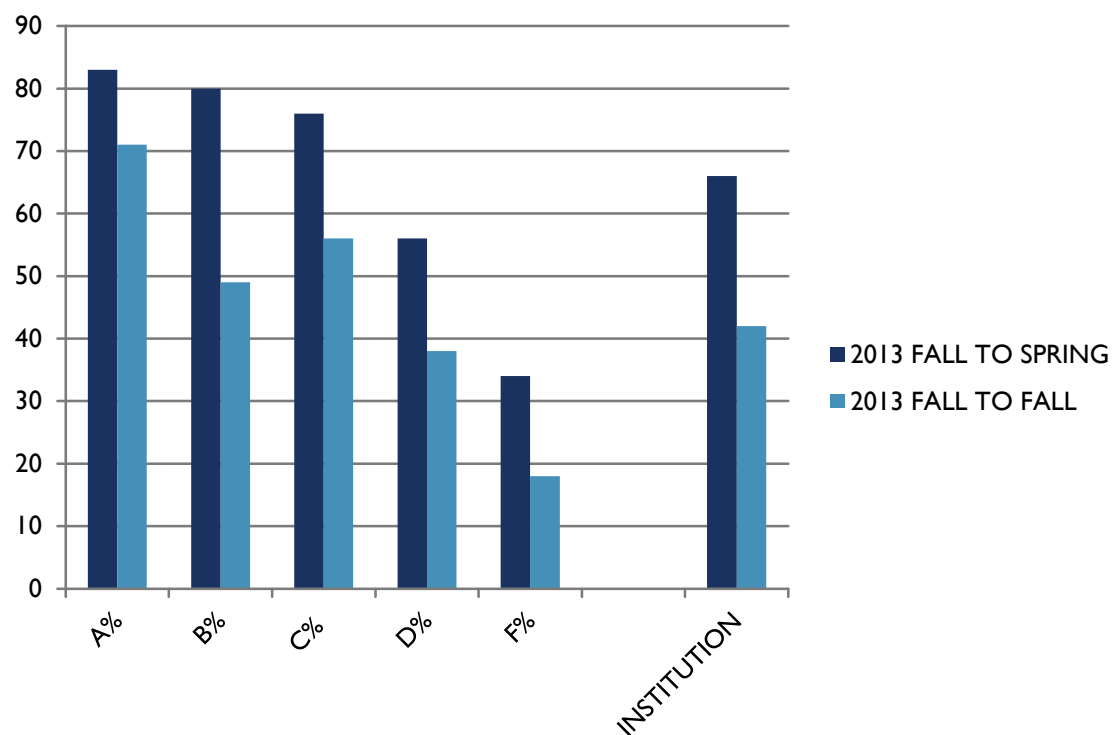


As expected, full time students earn more credits.
The lower the grade the fewer credits earned.
At the D and F levels, part time credits are comparable to the next lower full time grade.

PERCENT OF PART TIME / FULL TIME STUDENTS BY GRADE EARNED

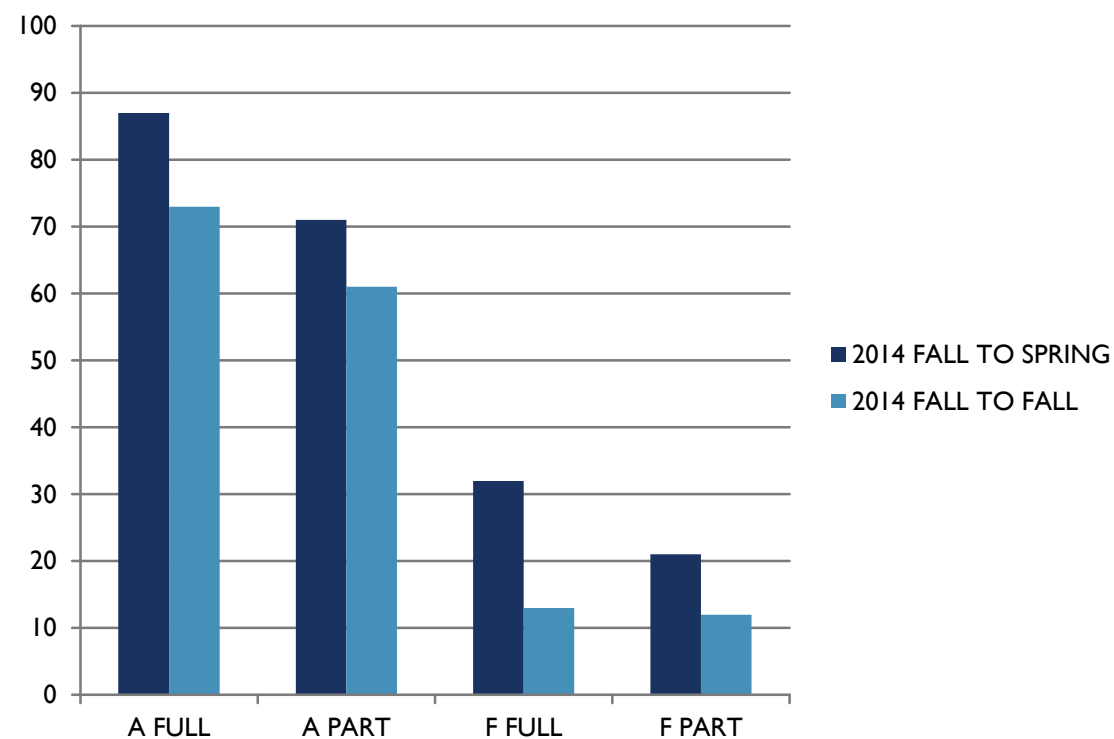
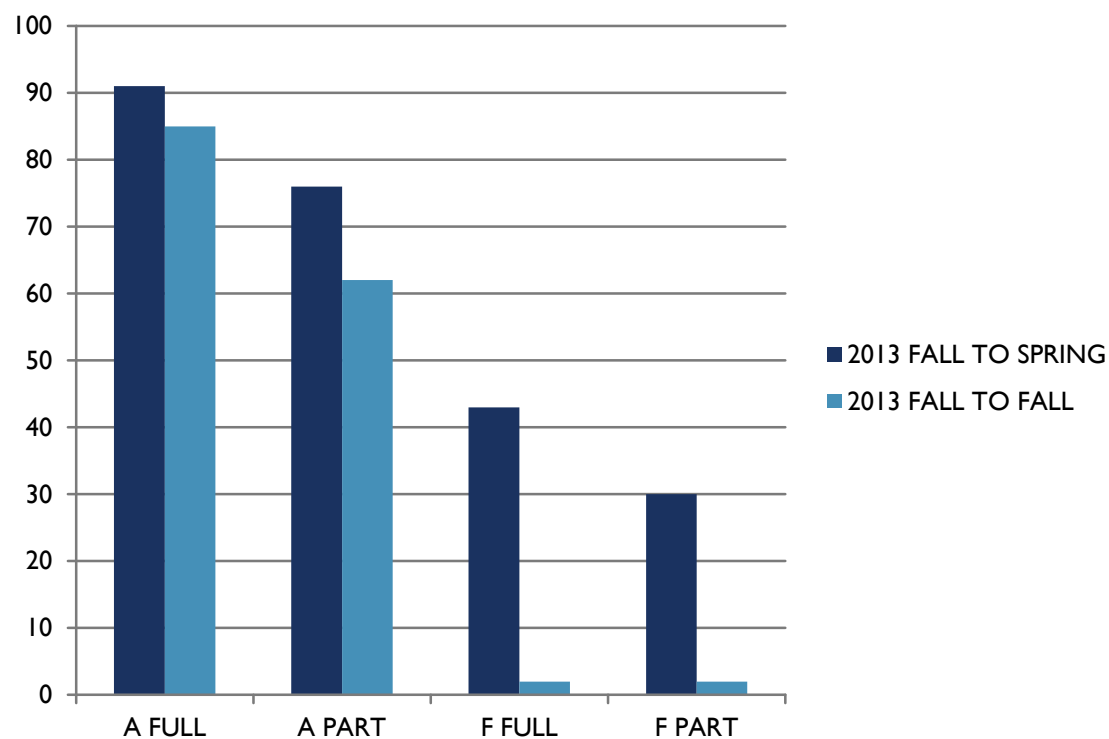


WHICH STUDENTS ARE MORE LIKELY TO BE RETAINED?



- **A-C** retention is significantly higher than the institutional rate
- **D-F** retention is very low

DOES ENROLLMENT STATUS AFFECT RETENTION?



Full time students are retained at higher levels than part time students.
Students who earn higher grades are more likely to be retained regardless of part time or full time status.

DOES THE DELIVERY MODEL AFFECT PERSISTENCE AND RETENTION?

		4 WEEK	1ST 8 WEEK	2ND 8 WEEK	16 WEEK	COHORT
2013 FALL-SPRING		94	78	67	85	85
2013 FALL-FALL		72	70	44	70	71
2014 FALL-SPRING		75	67	100	80	80
2014 FALL-FALL		61	45	67	61	61
2013 GRADE A		67	81	44	51	54
2014 GRADE A		93	30	67	44	46
2013 GRADE F		18	9	33	27	25
2014 GRADE F		3	23	0	21	19
2013 GRAD		37	20	11	29	29
2014 GRAD		29	19	50	24	24

CONCLUSION: The delivery model does not appear to affect persistence or graduation.

There were very few 1st and 2nd 8 week sections.

Sixteen week classes are the most common delivery model.

Almost all of the 4 week classes are offered at a single off-site campus.

The biggest differences were in grade distribution and graduation.

DOES THE PERSISTENCE AND RETENTION OF FIRST GENERATION STUDENTS COMPARE TO THE COHORT?

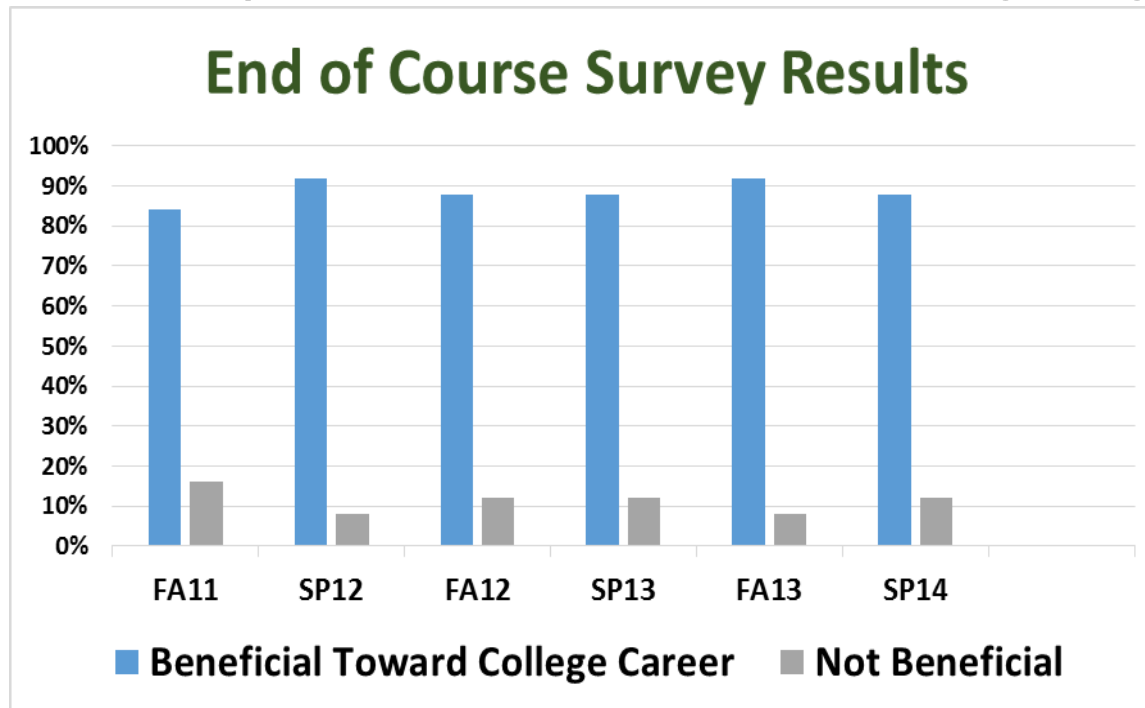
	% FIRST GEN	% FULL TIME	CREDITS	G.P.A.	GRAD	A/B	D/F	FA-SP	FA-FA
2013	66%	63%	13	2.67	27%	69%	23%	86%	71%
INST		66%	14	2.7	29%	71%	20%	85%	70%
2014	64%	63%	12	2.52	21%	63%	27%	78%	62%
INST		64%	13	2.6	24%	65%	24%	81%	63%

The first generation scores are slightly lower but comparable.

ANOTHER QUESTION OF INTEREST: HOW SUCCESSFUL IS ORIENTATION FROM THE STUDENTS' PERSPECTIVE?

Staff/Faculty Survey:

- **96%** say students are more knowledgeable about Bb and need less assistance
- **79%** say students seem more informed regarding responsibilities and academic expectations



"This was a very interesting and fun class to take. I had an excellent time! I also learned a lot of interesting things about myself and Crowder College that I didn't know."
~Student



"I think that this course covers the basics needed to get started right and remain successful at Crowder College."
~Student



DOES ORIENTATION FACILITATE THE INSTITUTIONAL MISSION?

- 1826 students completed the service seed requirement in the last 18 months resulting in more than 7304 hours of service.
- Service was performed throughout Crowder's 9 county service region.
- Service was provided for a variety of non-profit organizations.
- 40% of the students served more than the required 4 hours
- 2.5% of the students served 25 hours or more.
- 99% of the students rated the experience as beneficial.

GROUP DISCUSSION

- How might you use a first year experience course to identify “at risk” students at your institution?
- Based on the data, what do you view as potential best practices for identifying “at risk” students?
- What type of interventions does the data suggest?
- How might you conduct similar research at your institution?

Comments and Questions?

Amy Frieling; AmyFrieling@crowder.edu

Katie Strohl; Kstrohl@crowder.edu

Dr. Sherry Wilson; SherryWilson@crowder.edu